

ADOLESCENT HEALTH INITIATIVE

# CREATING & SUSTAINING A THRIVING YOUTH ADVISORY COUNCIL



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# THE YAC PROJECT

With support from the Michigan Department of Community Health (MDCH), the Adolescent Health Initiative (AHI) at Michigan Medicine sought to create a guidebook on best practices for developing and maintaining a YAC within school-based and school-linked health centers. With this goal in mind, AHI convened the Youth Advisory Coalition of Youth Advisory Councils (YAC YAC), consisting of six YACs from across the state of Michigan:

- Youth Advisory Council, Regional Alliance for Healthy Schools Health Center at Lincoln High School - Ypsilanti
- Youth Leadership Council, The Corner Health Center - Ypsilanti
- Youth Advisory Council, Henry Ford Health Center at Mumford High School - Detroit
- Youth Advisory Council, The Hornet Health Center at Pellston High School - Pellston
- Teen Advisory Council, Health Delivery, Inc. Health Center at Saginaw High School - Saginaw
- Teen Advisory Council, Health Delivery, Inc. Health Center at Arthur Hill High School - Saginaw



THIS MANUAL WAS UPDATED IN 2018 BY REACHING OUT TO PREVIOUS YACS FOR UPDATED MATERIALS AND PICTURES.

Each month for a total of five months, youth collectively completed worksheets with prompts corresponding to what would become the chapters of this manual. With the exception of information regarding budgets, staff time, and information about the inception of each YAC, which was all provided by YAC coordinators, all content in this manual was directly provided by youth. The purpose of this manual is to present a collection of strategies that address some of the most common challenges in creating a YAC and keeping it going strong, specifically in the context of school-based and school-linked health centers (although most of the information applies to YACs anywhere.) AHI has compiled this information from the people who are in the trenches – in this case, the coordinators and youth from our dedicated YAC sites – in a way we hope will equip people with real-life ideas and experiences that can help them to grow and strengthen their YACs.

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# THANK YOU!

## THANK YOU TO THE YAC YAC MEMBERS AND COORDINATORS WHO MADE THIS MANUAL POSSIBLE!

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## WHY IS YOUTH ENGAGEMENT IMPORTANT?

“If you had a problem in the black community and you brought in a group of white people to discuss how to solve it, almost nobody would take that panel seriously. In fact, there'd probably be a public outcry. It would be the same for women's issues or gay issues, but every day, in local arenas all the way to the White House, adults sit around and decide what problems youth have and what youth need without ever consulting us.”

—Jason, 17,  
Member of Youth Force, NYC

# IN THE PAST DECADES,

the norm for youth-serving organizations (including most schools and health centers) has been to operate with little to no youth input regarding organizational decision-making. In school-based health centers (SBHCs), health care professionals have worked diligently to determine services, set policy, design exam and waiting rooms, and promote services among student populations, sometimes with youth input but often without. They are guided by state and federal laws, standards of care, policies, and sound data, and have done their best to meet the needs of the young people they serve.

But as health care professionals, we can do better. Even SBHCs that have existing YACs can find more ways to increase the level of youth engagement so that we are truly optimizing the quality of the services we offer while at the same time enhancing the development of our students. When we operationalize youth input through continual, active, and authentic engagement – ideally in the form of YACs – we are being truly patient-centered.

The Institute of Medicine defines patient-centered care as, “providing care that is respectful of and responsive to individual patient preferences, needs, and values ensuring that patient values guide all clinical decisions.”<sup>1</sup> Developing and maintaining high functioning YACs is the best way to ensure that our school-based and school-linked health centers have the youth expert input they need to meet the needs of every student. It is important to note that youth engagement does not come without its challenges. Youth councils can be hard

to start up, and harder still to sustain. Many adults who work with young people find it challenging to keep youth “coming back.” Fortunately, listening to young people themselves can help us keep youth interested, challenged, and prepared for the next stage of their lives.

When adults believe in the capacity of young people and create opportunities for them to lead, young people engage: they feel valued and believe they’re an important part of their council, so they show up and speak up; they practice new skills and gain confidence so they can maximize their potential. In this spirit, this manual was assembled as a guide to develop and maintain a thriving YAC in ways that maximize youth engagement.

<sup>1</sup> Institute of Medicine (IOM). 2001. Crossing the Quality Chasm: A New Health System for the 21st Century. Washington, D.C: National Academy.





## CREATING A YAC

YACs can be born out of many different projects or ideas. During the initial inception, youth involvement is especially important, even if there is only one youth regularly attending meetings or helping to make the program succeed.

### CORE COMPONENTS

YAC members and coordinators say that it is ideal for YACs to be youth-led, which means that youth members are involved in all aspects of planning and implementation of the program, such as setting agendas and running meetings. However, YACs do require adult support, structure, and resources. Finding the delicate balance of sufficient adult support and youth voice can be a tricky and constantly evolving matter. This balance is often a challenge when working in youth development, but keeping in mind the core components of a YAC can help to make finding and maintaining this balance easier.

ACCORDING TO OUR YOUTH,  
THESE ARE THE 5 CORE  
COMPONENTS OF HAVING A  
SUCCESSFUL YAC:

- 1 Youth-led
- 2 Consistent, structured meetings
- 3 Community building
- 4 Offering a safe space for students to come and just be
- 5 Planning, implementing, and reflecting on meaningful projects

To ensure that you can best achieve these 5 core components, it is important to have a dedicated staff member willing and able to put in the effort to build the YAC. There are workshops and trainings\* available to help develop coordinators' skills, but much of what makes a staff member successful in this role is enthusiasm, dedication, and persistence.

Ideally, one or two staff people serve as the designated YAC coordinator(s) in order to maintain consistency. That person may have some time and resources dedicated to YAC work, and must have creativity, patience, and persistence in getting the YAC off the ground. Some organizations have taken advantage of grants to provide that staff person with time dedicated to YAC implementation and development. Note that many YACs do not have a full or part time coordinator. Some YACs have found a special individual who is willing to take on the additional responsibility. Regardless of your resources, developing a thriving YAC absolutely is within reach for anyone!

\* [http://www.cypq.org/products\\_and\\_services/training/YWM](http://www.cypq.org/products_and_services/training/YWM)



### FINDING THE FIT

The basic purpose of a YAC is to give youth a voice within a program or organization, and this manual focuses on YACs within health centers. Having a thorough understanding of where exactly the YAC fits within the organizational structure can influence the mission, goals, and direction that the YAC will take.

Examples of organizational fit provided by our youth include:

- Advisors to the Community Advisory Council, Staff, or Board of Directors
- Youth voice of the SBHC within the school and the community
- Youth voice of the school
- Advisors for specific projects within the SBHC

### REMEMBER:

It is normal for there to be an "implementation dip" when starting anything new. Recognize that a lull after initial enthusiasm is part of the process, and focus on finding ways to build momentum!

# BEHIND THE SCENES

## STAFF TIME

The amount of time staff may spend on YAC-related work varies greatly from group to group. At a site like the Corner Health Center, Monique, the Youth Leadership Council coordinator, has time and salary specifically dedicated to the YLC, and she averages about 8 hours/week doing YLC-related work. Other sites can average between 1-2 hours per week, including the time involved in group meetings. There is variation involved in staff time required on a week-to-week basis, though - some weeks are busier with preparations for a project launch while other weeks can be much less labor-intensive.

The YAC-related activities requiring the time of the YAC coordinator are comparable across sites. These include meeting time, meeting preparation and follow up, community building activities and other activity planning, communicating with YAC members, reserving space for activities, planning events, researching health topics, gathering and printing materials, and communicating with administration and school staff.

One important thing to note, though, is that initiating a YAC can take substantially more time than sustaining it. Some YAC coordinator responsibilities can be shared with YAC members once it is up and running. For example, meeting preparation and follow up, planning and leading ice breakers and activities, and researching health topics are all learning opportunities for youth members and can be given to members to free up some coordinator time.

## FUNDING

There is great variation in the funding and operating budgets among YACs. Some YACs are affiliated with larger organizations whose boards of directors are deeply dedicated to youth/adult partnership, and therefore have organizational funding as well as staff dedicated to development of funds specifically for the YAC. One YAC, for example, operates on a \$30,000 per year budget. This includes staff time, yearly stipends for members, meeting and activity materials, and food for every meeting.

Some YACs operate on budgets ranging from \$500 to \$10,000, which can come from organizational funds, grant money, or contest prizes. For example, the Depression Center at the University of Michigan offered a small grant for a YAC to work on a school-wide depression campaign. Another example involves Michigan Department of Education's Safe and Supportive Schools grant, which was implemented at a high school with a YAC. The YAC partnered with the school to share resources, which expanded their opportunities for projects.

Many YACs do not receive any funding at all and must operate with the resources and materials they have from the health center and school. Building relationships with school staff, for example the school media center or art department, can be invaluable for these folks!

HERE ARE SOME SAMPLE BUDGETS

## YAC BUDGET

Hosting: food for 5 meetings	\$250
Project materials: t-shirts, pens, bracelets, fortune cookies	\$300
Additional supplies	\$60
Transportation	\$240
Hosting: snacks for YAC meetings	\$400
Trainings for youth members on video scripting and production (\$300 for 3 hour training)	\$300
T-shirts for YAC members (10 members): 10@\$10 = \$100	\$100
Video cameras: 2 @ \$100 each	\$200
Video production: 1 video @ \$1,000	\$1,000
TOTAL EXPENSES:	\$2,850

BUDGET ITEMS	EXPLANATION	PROJECT TOTAL
YAC INCENTIVES		
YAC Bowling Party	Celebration	\$315
Yearly scholarships for 2 seniors	2 students in the YAC or volunteered with the SBHC: \$250 x 2 students/yr x 6 yrs	\$3,000
MATERIALS & SUPPLIES		
4 Android Tablets	To help students with projects and research. @ \$99 each	\$400
Microphone w/ camera mount	Allow for higher quality videos to be produced by the YAC \$62.15+shipping	\$75
STUDENT INCENTIVES		
SBHC Health Promotion T-Shirts	400 shirts @ \$5.96 each	\$2,385
I'm Healthy and I Know It T-Shirts	100 shirts @ \$9.25 each	\$925
STIPENDS		
Stipends for YAC members	Members w/ 50+ volunteer hours in SBHC in 1yr; 50 stipends @ \$50 each	\$2,500
MISCELLANEOUS		
Target Gift cards	16 @ \$25 to be used as incentives	\$400
TOTAL EXPENSES:		\$10,000



## RECRUITMENT & RETENTION

Once you are ready to start a YAC, recruitment should be on the top of your priority list! This is one of the first opportunities for youth involvement and can set the tone for a truly youth-driven YAC. Consider finding one or two youth interested in participating in the YAC who can serve as consultants and/or leaders of the recruitment process. Monique, the YLC Coordinator from the Corner Health Center, remembers many times in which she and Brianna, the president, would be the only two people who showed up for meetings. They would spend that time thinking about their approach and revising their strategy in order to recruit more members. That was only two short years ago and now they have a large and thriving YAC!



### STRATEGIES FOR INITIATING

While there are many ways to start a YAC from scratch, none of them are right or wrong. Rather, it is a matter of finding the strategy that works best for your site and your students. If possible, encourage your key early members to help staff with outreach efforts. Strategies include:

- 1 Hold an interactive informational meeting with a hook to draw students in.
- 2 Conduct classroom presentations to educate and inform students about the health center and YAC.
- 3 Build excitement and awareness through a short-term, simple project like PhotoVoice\*.
- 4 Host tables in the cafeteria during lunch periods (food is a great incentive!)

### HOW TO RECRUIT

When recruiting youth to join a YAC, the messages used to recruit can be just as important as the methods. According to our YAC group, these are some ideas for how to get youth interested in a YAC:

- Talk about past projects. The feeling of accomplishment resonates well with youth.
- Discuss goals for the year.
- Talk about events and group discussions.
- Make youth feel at ease.
- Communicate that the work they do with YAC can go towards community service hours.

It is ideal to use a few different methods to recruit youth. While one message and approach may be appealing to one student, it may not catch the attention of another student who's also a great fit for the YAC. Some YACs may consider having a recruitment chair or committee to help with the recruitment process.

\*[www.photovoice.org](http://www.photovoice.org)



## BELOW ARE ADDITIONAL IDEAS TO CONSIDER WHEN RECRUITING NEW MEMBERS:

### INITIATE YOUR OWN EFFORTS:

- Have awareness days/weeks
- Host lunch booths
- Host recruitment parties
- Have raffles with prizes
- Present health-related skits

### MEETING INCENTIVES CAN BE THE FINAL PUSH TO GET PEOPLE TO COME TO MEETINGS:

- Free food
- Stipend
- Fun activities

### TAKE ADVANTAGE OF SCHOOL ACTIVITIES:

- Pep rallies/ parades/festivals
- School radio announcements
- Class presentations

### INDIVIDUALS CAN MAKE A BIG IMPACT, TOO:

- One of the most successful approaches is a teacher or health center staff member recommending a student for YAC
- Friends discussing YAC with their peers can also encourage others to give it a try
- Members recruiting at local hang outs, for example the local library or recreation center, also make a big impact on recruitment

## WHY JOIN A YAC?

When asked why they joined their YAC, many YAC group members gave thoughtful, sincere, and similar answers about the important components of their YAC and their own personal involvement.



### WHAT MADE YOU WANT TO JOIN A YAC?

- It looked fun and awesome
- We thought it was cool
- A friend invited me to a meeting
- My advisor suggested that I join
- To be heard
- The food; the stipend
- To meet new people
- To build my resume and college application
- To work on specific projects (e.g., bullying, depression, pregnancy prevention, Photo Voice)
- To make a difference; to do something for the community; to have something useful to do
- To help my school become more positive
- I was looking for somewhere to fit in
- To have the opportunity to travel



### WHY IS DIVERSITY IMPORTANT TO YOU AND YOUR YAC?

- It's important to get different opinions
- We are inclusive of all
- It is in our mission statement and operating procedures
- Having diverse experiences and personalities makes our group stronger



### WHAT KEEPS YOU COMING TO YAC?

- I like to do something that everyone else doesn't do
- My friends and advisors
- The activities and projects
- The opportunity to learn about health
- The amazing people, fun discussions, and helping our school
- The food; the stipend
- The opportunity to listen to others' input and views
- Having an impact in my community; I'm helping to make a difference
- The opportunity for growth and experience
- The YAC is my second family
- I want students to feel good about their school and know their voices are heard through changes we make
- I want to leave the school better than when I came
- Having a safe space
- It is nice to do productive things with my friends

Diversity is definitely a key component in our group's success. The way in which we acquire such a different array of people is to look for areas that we don't cover and seek out people that are different than ourselves.







WHAT QUALITIES  
DO YOU LOOK FOR IN  
NEW MEMBERS?

NON-JUDGEMENTAL

DEDICATED

RESPECTFUL

LOYAL

TEAM PLAYER

COMMITTED

MOTIVATED

HONEST

CREATIVE

AWARE OF  
COMMUNITY

Facilitating discussion with returning members about what qualities they're looking for in new candidates can help them live up to these qualities. Take a look at a few of our YAC group's applications and interview materials in Appendix A.





## SELECTING YAC MEMBERS

The range of options for a selection process for a YAC is broad and will likely evolve as your group grows and matures. Some groups may begin by selecting a few individual students who will initially help the YAC coordinator build the program, and then transition to accepting applications and conducting interviews for new members. Some YACs may not do any interviews at all, while other YACs may have the YAC coordinator conduct interviews of potential members. Although this last option is not youth-driven, it may be the only possibility given limited availability of YAC members to conduct interviews.

Requiring an application adds a protective step of ensuring that prospective members are genuinely interested in participating in the YAC and that they will be dedicated to the group, especially if interviews are not possible. Incidentally, none of the six sites surveyed have turned away youth from joining the group. However, “casting the net wide” to get a large pool of applicants and then selecting only a set number allows you to be selective – which can mean stronger candidates and a more diverse group.

## YOU HAVE A YAC. NOW WHAT?

### SETTING UP MEETINGS

In order to maximize attendance, it is important to get youth input on meeting days and times. You may have to go through a trial and error phase in order to find a time that’s the best fit for the group. Once you find that fit, stick with it and be consistent! All youth surveyed said that they like regular and frequent meetings.

Some YACs that are just starting may only hold meetings as needed for specific projects. Other new groups may meet more often, perhaps once per month, but not on a consistent day or at a regular time. While these methods are not as structured or steady as youth prefer, they are a starting point – and you have to start somewhere!

In most of the school-based health centers we surveyed, coordinators have found that lunch time is the most feasible time to meet, although this usually presents time and logistic limitations. Among our YAC groups who meet during lunch, meetings range from 20-40 minutes. Others who are able to meet after school can meet for up to 2 hours (which may also allow for an additional time for YAC leadership to plan for the next meeting.)



It was hard to find a time for us to meet. We’re all so busy!

What was really helpful was having a flexible advisor that was open to meeting during non-traditional times so that our meetings wouldn’t conflict with our school and work commitments.

## SOME BARRIERS TO AND SOLUTIONS FOR SETTING UP YAC MEETINGS:

### BARRIERS

SHORT LUNCH PERIODS, MEMBERS HAVE DIFFERENT LUNCH SCHEDULES

NO AFTERSCHOOL BUSES OR TRANSPORTATION TO/FROM MEETINGS

MEMBERS FORGET TO SHOW UP AT MEETINGS

MEMBERS HAVE OTHER EXTRA-CURRICULAR COMMITMENTS THAT CONFLICT WITH YAC MEETINGS

### SOLUTIONS

- Create lunch passes for students to get in the front of the lunch line and therefore get to the YAC meeting sooner.
- Meet more often.
- Stagger YAC meetings by upperclassmen and lowerclassmen if they have different lunch periods.
- Work with your school administration to gain support for the YAC and the time required for students to participate.

- Evening or weekend meetings may be possible, if necessary, once a sense of community has been established. Students will likely be willing to offer rides to other students if the YAC is working on an important project that requires extra time.
- If public transportation is available in your community, consider providing transportation assistance (i.e., bus tokens) to YAC members.

- Having a simple and set meeting schedule is extremely helpful. For example, when Saginaw High School started their YAC, their meetings occurred every other week, which was confusing to students. When they changed the meetings to the same time and day every week, the attendance greatly improved. Plus, students were much more engaged.

- Create sub-committees to meet outside of YAC meetings and complete smaller projects.



## SHAPING ROLES & RESPONSIBILITIES

Setting a foundation for a thriving YAC requires a balance between adult support and youth voice. Along with determining the organizational fit, mission, and goals, outlining the responsibilities of both the youth members and the YAC coordinator helps everyone understand expectations.

Below are examples of roles and responsibilities that some of our YAC groups use:

### YOUTH\*

- Choose a subcommittee and carry out designated activities
- Attend and participate in meetings
- Run school health promotion activities such as creating posters
- Recruit new members to join
- Identify a project and carry out the tasks needed to complete it
- Lead decision-making in regards to project content and project implementation
- Work with the YAC coordinator to draft the meeting agendas
- Facilitate meetings
- Keep meeting minutes
- Create a strategic plan for the group every year
- Act as a representative of school health center
- Facilitate conversations among youth
- Execute monthly outreach activities
- Actively voice opinions

### YAC COORDINATOR

- Build community
- Have consistent, structured meetings
- Meet with facilitators to plan agenda
- Meet with facilitators to reflect on agenda
- Provide food/snacks for meetings
- Arrange offsite activities
- Develop program budget
- Write grants in partnership with youth members to support the program
- Communicate meeting times and location
- Send out reminders about meetings and events via social media or text message
- Conduct a short educational lesson at a meeting based on the topic that is being covered
- Facilitate group norms
- Provide guidance in terms of barriers for projects
- Gather supplies for youth activities

\* Based on the level of youth leadership within a YAC, youth may do any of the above activities with support from an adult coordinator.

## PLANNING MEETINGS

Ideally, YAC meetings are led by youth.

Meetings may be led by the group's president or vice president, co-directors, or a youth with particularly strong facilitation skills. It is likely that this will not be the case in the very beginning stages of creating a YAC, but as soon as it's possible, the YAC coordinator and youth leaders can work towards a model where youth set the agenda and facilitate meetings.

As you may notice in the sample agenda outlines, the end of a meeting often includes an opportunity for reflection. Reflection activities can allow youth to think back on what has been accomplished, how they feel, and what they may choose to do differently next time. While it is important to include this piece for the group, it may also be helpful to conduct an additional reflection time – even just 2 - 5 minutes – with just the YAC leadership team. This will help guide the leadership team in their agenda-planning for upcoming meetings and identify areas in which they want to improve in terms of group norms/ rule enforcement, meeting facilitation, etc.

## STRATEGIC PLANNING

When a group has been established for a period of time, they can benefit from high-level, long-term planning. At the beginning of each year, you may choose to have your YAC engage in a strategic planning retreat or workshop. This can provide youth with the opportunity to both reflect on last year's accomplishments and challenges, as well as determine their plan for the upcoming year. This type of planning sets the stage for a genuinely youth-driven group, and places responsibility and decision-making within the hands of youth.

BELOW ARE SAMPLE AGENDA OUTLINES TO CONSIDER:

### AGENDA #1

1. Ice breaker (student led)
2. Announcements
3. Main focus (discussion of project)
4. Reflection and next steps

### AGENDA #2

1. Eat food and check in (how has your week been?)
2. Ice breaker
3. Announcements
4. Main focus
5. Reflection

### AGENDA #3

1. Main focus
2. Reflection
3. Next steps for project

In addition to the sample planning tools, agendas, and reflection sheets in Appendix B, you can find more examples from the Michigan Department of Community Health's Youth Engagement Through Youth Advisory Councils Manual\*.

## DETERMINING A MISSION/GOALS

In order to establish a firm foundation for your YAC, consider working with your youth to develop a mission statement, goals, and/or bylaws. Each of these pieces will help to bring clarity to the purpose of the YAC and guide the group through projects and meetings while helping to sustain the group over time.

\* [https://www.michigan.gov/mdhhs/0,5885,7-339-73971\\_4911\\_4912-342474--,00.html](https://www.michigan.gov/mdhhs/0,5885,7-339-73971_4911_4912-342474--,00.html)



## BELOW ARE EXAMPLES OF THE MISSION STATEMENTS AND/OR GOALS OF SOME OF THE YAC GROUPS:

### THE CORNER HEALTH CENTER

The YLC is a diverse, youth-led group that stand to uphold leadership, promote change, and raise awareness about community health issues.

The YLC's goals are to:

- Research community health issues;
- Use media and the arts to advocate for change;
- Partner with youth, adults, and other organizations to make the Corner Health Center and its surrounding community a healthier place for young people.

### LINCOLN HIGH SCHOOL

The YAC's goals are to serve as leaders in the school and community and to promote a healthier student body.

### MUMFORD HIGH SCHOOL

The goals of the YAC are to raise awareness of different health topics throughout the school, complete community outreach activities, promote leadership skills, provide input for various places in the clinic, and assist with clinic recruitment.

### PELLSTON HIGH SCHOOL

The YAC's goals are to provide youth feedback and represent the youth voice to ensure operations of the health center are meeting the needs of youth.

### BUILDING COMMUNITY WITHIN THE YAC

Establishing a sense of community is necessary in creating and maintaining a high-functioning YAC. Adolescents may feel pressure to fit into social groups in school or to act a certain way, but one of the things many YAC members indicate that they like about coming to YAC meetings is that they can be themselves there. All YACs find different ways to do this, often using multiple approaches throughout the year. For example, many YACs do check-ins and ice breakers at the beginning of each meeting. Check-in activities can be as simple as everyone sharing the rose and thorn of their week, or describing their mood by weather. Other ice breakers may involve using pipe cleaners to make a shape of something that describes you and sharing it with the group, or picking an object out of a bag and describing why you feel that it is interesting. Additional examples of ice breaker activities can be found in the MDCH's Youth Engagement through Advisory Councils Manual\* and Team Work and Team Play's Raccoon Circles.†

Code of conduct/ground rules/group norms – whatever a group chooses to call them – are important points that can set the foundation for a respectful and productive climate in a YAC. Determining these together at the beginning of the year (and checking in with it when needed) can ensure that the YAC is a safe space. Below are general ground rule examples:

1. Challenge the idea, not the person
2. No swearing, name calling, or yelling at other participants
3. What happens here stays here
4. Be wary of assumptions
5. Challenge others respectfully

The YACs at Arthur Hill and Saginaw High School establish "Norms and Ground Rules" at the beginning of each school year. Below is their list:

1. Respect
2. One diva one mic (one person talking at a time)
3. Don't yuck my yum (don't judge others' likes/dislikes)
4. Don't personalize (don't talk about people who aren't there)
5. Have fun
6. Shake not shout (cell phones on vibrate/silent)
7. Step up, step back (if you're sharing a lot, step back and let someone else share; if you tend to be quiet, try to step forward more)

Here's another sample list created by TAC TAC at the Adolescent Health Initiative for the 2018-19 school year.

1. Take space, make space (an inclusive way to say step up, step back)
2. Life experience is evidence (someone's experience shouldn't be invalidated because it goes against the norm or the research)
3. What's learned here leaves here, what's said here stays here
4. Ouch, oops! (let the group know when something that was said hurt you, acknowledge that you made a mistake that hurt or offended someone)
5. Be present in all ways (come to meetings but also don't be distracted by outside influences while you are here)
6. Communication kills assumptions

\* [http://www.michigan.gov/mdhhs/0,5885,7-339-73971\\_4911\\_4912-342474--,00.html](http://www.michigan.gov/mdhhs/0,5885,7-339-73971_4911_4912-342474--,00.html)

† [http://www.teamworkandteamplay.com/resources/new\\_rc\\_document\\_2011\\_final.pdf](http://www.teamworkandteamplay.com/resources/new_rc_document_2011_final.pdf)



## LEADERSHIP SELECTION

If you and your YAC do decide to create leadership positions within your YAC, the next step is to determine how youth will be selected for those positions. It is important that this process is consistent, fair, and transparent.

Youth can volunteer for positions or they can nominate their peers. If nominations take place, nominees should have the option to accept or decline the nomination. Some YACs also allow time for quick speeches for nominees to explain why their peers should vote for them. If you have numerous candidates for positions, elections can be held.

Elections can be conducted in a variety of ways. Many groups choose to do them anonymously. For example, they can be done by ballot (with the YAC

coordinator collecting the votes) or with a blind vote (where the members close their eyes and the YAC coordinator counts hands raised or thumbs up.) Some sites do elections at their annual retreat while others do them at the end of the school year for positions for the upcoming year. Two of the YACs had eligibility requirements outlined for YAC leadership positions in order to ensure that the roles will be filled by highly qualified students. Sample requirements for YAC members to be selected in a leadership role include:

- Must be an active member of the YAC
- Must be a YAC member for at least a year
- Must be in good academic standing (e.g., minimum GPA of 2.0)

For the YACs that do hold elections for leadership positions, elections are generally done once per year.

## POTENTIAL ROLES AND RESPONSIBILITIES

**President:** Lead YAC meetings (e.g., scheduling, notifying members, and chairing meetings); act as a liaison between the YAC and school administration and SBHC staff, speak on behalf of the YAC at all major school and community functions.

**Vice President:** Assist the president, treasurer, and secretary; in the absence of an officer, the VP shall step in; responsible for all written correspondence that takes place outside of YAC (e.g., school newspaper, YAC newsletter, etc.)

**Treasurer:** Keep a record of expenses of the organization and help to budget programs and events with guidance from advisor.

**Secretary:** Oversee the communication of meeting times, events; record and maintain meeting minutes and any important documents.

**Sergeant of Arms:** Facilitate group norms/ground rules; enforce rules of YAC; conduct roll call and keep attendance.

**Media Chair:** Update YAC social media accounts with information on meetings, events; oversee video creating process.

**Philanthropy/Service Chair:** Planning and supervision of philanthropic/service events where the YAC raises money for a cause or group e.g. giving of money, time, or resources to any organization or group.

**Public Relations Chair:** Responsible for posters, banners, table displays, and other publicity for YAC events. Note: needs approval from advisor before anything is posted.

**Recruitment Chair:** Responsible for all promotional materials, activities, and events of the YAC and informs the YAC when such events take place.



# YAC PROJECTS

## WHY DO PROJECTS?

Youth in the YAC group said that projects allow them to be creative and are valuable in getting everyone to work together on one task. Projects are also a great way for the YAC to relay positive messages to the school and increase clinic visibility.

Whether you do one, two, or ten projects per year, providing the opportunity for students to collaborate and create a finished product will help them to feel a sense of belonging and a sense of purpose, both as individuals and as a group. Projects also offer tremendous professional development opportunities for students.

The number of and the scope of projects vary greatly among our different sites, with some YACs choosing to do one per month and others choosing to do one large project per year and smaller projects along the way. Some sites follow monthly health themes to determine their project.

Examples are as follows:

- **September:** Back to School/Welcome Recruitment/Goal Setting
- **October:** Bullying Prevention Month
- **November:** Drug/Alcohol Awareness
- **December:** World AIDS Day/Adopt-a-Family Project
- **January:** Differs each year
- **February:** Teen Dating Violence Awareness Month
- **March:** Nutrition Month
- **April:** GYT: Get Yourself Tested Campaign
- **May:** Teen Pregnancy Prevention Month



PROJECTS ARE IMPORTANT  
BECAUSE THEY ARE A  
REFLECTION OF OUR CLUB  
AND THE WORK WE DO.



PROJECTS ARE A BIG PART  
OF WHAT WE DO AND THEY  
ARE VERY VALUABLE.



THEY GET US ALL WORKING  
TOGETHER ON ONE TASK  
AND HELP GET OUR POINT  
ACROSS TO THE SCHOOL.

## HOW TO CHOOSE A PROJECT

Some YACs may use their regular meeting time to decide upon projects as a group. Other YACs may hold a strategic planning meeting to decide on some or all of their projects for the year. Groups use different strategies to both gather ideas for projects and make the final decision on which projects to move forward with.

Examples of strategies provided by our YAC group include:

- Brainstorm as a group and write ideas on a timeline. Everyone's opinion is valued.
- Use varied group discussion techniques:
  - Have a group discussion with flip-chart paper.
  - Have smaller group discussions and share ideas with the larger group.
  - Pair with a partner to share ideas and report out to the larger group.
- Use a T-chart to help organize pros and cons of doing a specific project.

In most YACs, youth vote or voice their opinions to reach a consensus on which projects the group chooses to do.

## PROJECT BUDGET

Often, a project budget must be considered before the final approval of a project idea. Some sites may receive funding to work on ongoing projects. Other sites will periodically write grants for specific projects that they are hoping to do. In this situation, the YAC coordinator will often be the leader in grant writing, but the YAC can be responsible for generating ideas for content. Project budgets are certainly an important piece of the process to keep in mind as it may be a limiting factor in which or how many projects a YAC can do.

## TRAININGS REQUIRED FOR PROJECTS

While some projects might simply require the creativity and hard work of YAC members, others might be more complex and require more skills-building before students can jump in. Project-related trainings are fantastic professional development opportunities for youth and allow them to both witness their own growth and complete a product that they can truly be proud of.

Below are some examples of trainings that members of the YAC group have participated in:

- Lincoln High School's YAC did a school-wide depression campaign, which was a result of training the YAC received at the University of Michigan Peer-to-Peer Depression Conference.
- The Corner Health Center's YLC received training on running focus groups and making videos.
- Saginaw and Arthur Hill High Schools' YACs used grant money for trainings from the Neutral Zone on how to be a more sustainable YAC, and from the former Student Life Director at UM Flint on how to create a constitution & bylaws, develop the organizational structure, and author the pledge they abide by.

## PROJECT REFLECTION

Reflection is critical in bringing the entire process of completing a project full circle. Whether or not there is a formal process for project reflection, taking the time to discuss successes and challenges will benefit the group for future activities. Some groups may do this once at the end of the year and summarize all of their projects; others may do this after each individual project. Reflection provides great opportunities for students to stop and think critically about the intention of the project, the process, and the final product.

Many groups choose to use reflection activities to discuss projects, such as stating the rose, bud, and thorn. In this activity, each youth has the opportunity to share their “rose” of the project, their favorite piece of it; their “bud,” something that went well or had the opportunity to go really well if they had done something slightly different; and their “thorn,” something that didn’t go so well or as planned. This activity sheds light on both the positives and negatives of a project, providing youth with the opportunity to think about what worked well and what they may do differently next time.

## "WHAT ARE YOUR FAVORITE THINGS ABOUT PROJECTS?"

GROUP ORGANIZATION

INFORMATIVE

HELPING THE SCHOOL

LEARNING NEW SKILLS

CREATIVITY

POSITIVITY

THEY ARE FUN

WORKING TOGETHER

MAKING A DIFFERENCE

## "WHAT ARE SOME AREAS OF FRUSTRATION WITH YOUR PROJECTS?"

NOT ENOUGH TIME  
TO GET THINGS DONE

PROJECTS THAT TAKE TOO LONG  
AND CAUSE US TO LOST INTEREST

WHEN THINGS  
DON'T GO AS PLANNED

BALANCING TOO MANY  
PROJECTS AT ONCE





## PROJECT IDEAS AND EXAMPLES

CREATE ARTWORK  
FOR CLINIC

REVIEW PROGRAMS FOR  
POTENTIAL IMPLEMENTATION  
IN THE HEALTH CENTER

SET UP PREVENTION DAY BOOTHS  
THROUGHOUT THE SCHOOL; HAVE EACH  
BOOTH CONTAIN INFORMATION ON A  
DIFFERENT TOPIC

DEVELOP SBHC OR YAC  
MISSION STATEMENT  
AND BYLAWS

MEET WITH STATE REPRESENTATIVES  
TO SHARE THE IMPORTANCE OF SBHCS

PERFORM A CLINIC ASSESSMENT WITH  
AHI'S YOUTH-LED HEALTH CENTER  
ASSESSMENT TOOL AND FACILITATOR GUIDE

CELEBRATE WORLD  
AIDS DAY AWARENESS  
WITH POETRY  
READING BY YAC

CREATE AN  
ANTI-BULLYING PSA

CREATE DEPRESSION  
POSTERS, VIDEOS, AND  
GIVEAWAYS WITH  
POSITIVE DEPRESSION-  
RELATED MESSAGES

ASSIST WITH TOURS OF THE SBHC, FOR  
EXAMPLE WHEN LEGISLATORS VISIT

ASSIST WITH PROMOTION OF  
EVENTS. FOR EXAMPLE, FOR  
THE MENINGOCOCCAL INCENTIVE  
INITIATIVE, THERE WAS A PIZZA  
PARTY OFFERED TO THOSE WHO  
RECEIVED THEIR VACCINES AND THE  
YAC CREATED POSTERS TO ADVERTISE  
THIS THROUGHOUT THE SCHOOL

GYT CAMPAIGN- HAND OUT BUTTONS/  
STICKERS AND INFORMATION AT LUNCH;  
HAVE A COMPETITION WITH RIVAL SCHOOL  
TO SEE WHO CAN GET THE MOST STI TESTS

CREATE  
HYGIENE BAGS  
FOR YOUTH

USE PHOTOVOICE TO DOCUMENT  
THE HEALTH NEEDS OF TEENS IN  
YOUR COMMUNITY. SHARE THE  
PHOTOGRAPHS WITH DECISION-  
MAKERS IN YOUR SCHOOL, COMMUNITY,  
OR STATE TO ADVOCATE FOR CHANGE

REVIEW EXISTING HEALTH  
EDUCATION MATERIALS  
USED IN CLINIC INCLUDING  
BROCHURES AND POSTERS

CREATE VIDEOS ABOUT TOPICS THAT  
THE YAC WANTS TO COMMUNICATE  
TO THE SCHOOL, HEALTH CENTER  
STAFF, OR A BROADER AUDIENCE

VOTE ON PAINT  
COLORS FOR  
THE SBHC

CREATE TEEN DATING VIOLENCE  
AWARENESS HALLWAY DISPLAYS AND  
A VALENTINE CARD MAKING BOOTH

PLAN AN ANNUAL  
BLOCK PARTY

DRAFT FLYERS AND  
ANNOUNCEMENTS  
FOR THE SBHC

CONDUCT A BULLYING  
PREVENTION WORKSHOP

DESIGN A YOUTH SPACE  
FOR THE HEALTH CENTER

Additional project samples and resources are available in Appendix D.

Creating and sustaining a thriving YAC may not be an option for everyone at this particular time. While the intention of this manual is to provide YAC coordinators with ideas and resources to build a robust YAC, there are many other ways to get youth involved without having to organize a formal group.

For health centers or clinics that want to have youth involvement without having a fully-functioning YAC, our youth members provided the following areas that they feel are most important to consult youth about:

- Which services are offered and how youth want them to be provided.
- The physical space— Is it youth-friendly?
  - Youth can help choose and create décor, posters, paint colors, artwork, etc.
- Peer education— ask students how they want messages to be communicated and who they want to be responsible for the dissemination of those messages.
- Ideas for health center promotion.

## HOW TO GET YOUTH ENGAGEMENT WITHOUT HAVING A YAC

If you don't have a YAC but want to get youth input from students, what can you do?

You can consider:

- Conducting youth surveys.
- Getting a few youth you are familiar with involved in a specific project with clear goals and tasks during lunch or after school.
- Conducting focus groups with 5-10 youth (providing an incentive such as food will definitely help!)
- Involving youth in a decision-making board, such as the Community Advisory Board or Board of Directors at the health center.
- Asking youth to volunteer in the community alongside adult staff.
- Having select students help to create announcements, posters, and decorations for the health center. Consider recruiting an after-school club to do this so you do not have to do individual student recruitment on your own.

(Available for free download at [adolescenthealthinitiative.org](http://adolescenthealthinitiative.org))

## APPENDIX A.....APPLICATIONS & INTERVIEW RESOURCES

- The Corner Health Center Member Application
- RAHS Member Application
- Romulus YAC Membership Nominee Form
- General YAC Interview Questions
- Ypsilanti Community High School YAC Interview Questions
- YAC Selection: Interview Ratings
- Sample Acceptance Letter & Sample So Sorry Letter

## APPENDIX B.....MEETING FORMS

- 30 Minute or Less Agendas from the Neutral Zone
- Saginaw High School TAC Meeting Agenda
- Saginaw High School TAC Exec Board Meeting Agenda
- Romulus YAC Board Meeting
- Sample Meeting Agenda with activities
- RAHS YAC Expectations and Benefits
- RAHS YAC Member Guidelines
- Student MOU for P2P Depression Awareness Program
- YLC Meeting Recap Form

## APPENDIX C.....YAC FOUNDATIONS

- The Corner Bylaws
- Arthur Hill and Saginaw High TAC Constitution
- Arthur Hill and Saginaw High TAC History
- Student Involvement Stages from the Neutral Zone
- Saginaw High School TAC "Think.Respect" Pledge
- RAHS YAC Program Philosophy
- RAHS YAC Who Are We and Why Are We Here?

## APPENDIX D.....PROJECT PLANNING & EXAMPLES

- YLC Project Management Log
- Project Example: Prevention Day Booths
- Arthur Hill and Saginaw High TAC Events Overview
- Project Example: P2P Depression Awareness Projects

## APPENDIX E.....PROMOTIONAL MATERIALS

- Saginaw High School Social Media Flyer
- RAHS YAC Recruitment Flyer
- YAC Celebration Flyer
- Real Talk (Health Fair Event) Flyer
- Corner Health Center Parent Connection Flyer





# ADOLESCENT **HEALTH** INITIATIVE

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CREATING & SUSTAINING A

**THRIVING YOUTH ADVISORY COUNCIL:  
RESOURCES**

(Available for free download at [adolescenthealthinitiative.org](http://adolescenthealthinitiative.org))

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# **Appendix A**

## Applications & Interview Resources

## What is the Corner Health Center?

The Corner Health Center provides general medical care, health education, and support services to young people ages 12 through 21 and their children without regard to income level. The Corner is located in downtown Ypsilanti (only 1 block from the downtown transit station and 2 ½ blocks from the downtown library). For more information visit

[www.cornerhealth.com](http://www.cornerhealth.com).

## What is the Corner's Youth Leadership Council (YLC)?

**Engage. Take Action. Empower. Learn.** The YLC is a diverse, youth-driven group that stands to uphold leadership, promote change and raise awareness about community health issues. The YLC's goals are to:

1. research community health issues;
2. use media and the arts to advocate for change; and
3. partner with adults, youth, and organizations to make the Corner Health Center and its surrounding community a healthier place for young people.

## Who is eligible to apply to the YLC?

Anyone age 12 through 21 from the Ypsilanti area who want to create change is eligible. Young people with an interest in art, health and/or leadership development are encouraged to apply.

## What does it cost?

Nothing – the YLC is free to join! PLUS, as a member you will receive small stipends for your participation. There is also food at every meeting.

## What is required of me?

You will be required to attend and participate in the YLC meetings which take place on Thursday evenings from 6-7:45 p.m. (with the exception of school breaks). The YLC meets twice weekly during the summer. The YLC sets the summer schedule each spring.

## Apply Today

Fill out the attached application and submit it by email, mail or in person to:

Monique Selimos  
Corner Health Center  
47 N. Huron St.  
Ypsilanti, MI 48197  
[mseimos@cornerhealth.org](mailto:mseimos@cornerhealth.org)  
734.714.2226





## Check out what current YLC members are saying:

“Being a part of the YLC has been a big part of my life. Throughout my time in this program I have gained leadership qualities, communication skills, and many wonderful memories. This program pushes me to better myself and my community.”

**-Brianna, EMU**

“The YLC has given me as much entertainment as it has skills. I’ve gained the necessary skills required to be a leader, and it has motivated me to achieve far beyond imagination.”

**-Josh, Lincoln High School**

“YLC is AWESOME. I love being there. Everybody is so cool and down to earth. We really do create change.”

**-Desirée, Ypsilanti New Tech**

“The Youth Leadership Council has been a time of growth for me and my associates. We have participated in a multitude of community changing events. Throughout my YLC experiences, we have faced many challenges and we’ve all grown as people throughout our time in the program.”

**-Justin, Lincoln High School**

## More about the Youth Leadership Council



### What did the YLC do last year?

- Created a youth space at the Corner Health Center.
- Presented at the annual Project Voice Youth Empowerment conference in Flint and at the School-Based Health Alliance’s Conference in Washington D.C.
- Helped to plan Rock the Block – an annual youth block party in downtown Ypsilanti.
- Went on a weekend team building retreat.

### What will the YLC do this year?

- Implement a youth-led evaluation of the Corner’s clinic.
- Develop a bullying prevention series with the Corner’s Theatre Troupe peer educators.
- Partner with a professor from the University of Michigan to help develop a teen health app.
- Attend Project Voice.

### What skills can I enhance through the YLC?

- Communication
- Decision-Making
- Problem Solving
- Program Planning
- Group Facilitation

**APPLY  
TODAY!**



**Contact Information**

First Name:

School:

Last Name:

Grade:

Age:

Home Phone Number:

Date of Birth:

Cell Phone Number:

Street Address:

Email Address:

City:

Name on Facebook:

Zip Code:

Name on Twitter:

Please check the best way(s) to contact you:

☐ Cell Phone   ☐ Text Message   ☐ Home Phone   ☐ Email   ☐ Facebook   ☐ Twitter   ☐ Mail

**Commitment**

- During the summer the Youth Leadership Council meets every Thursday from 6:00 – 7:45 p.m. Do you participate in other activities that would conflict with this schedule (for example a job, sports practices, play rehearsals)?

☐ **No**   ☐ **Yes**   If yes, please explain:

- Will you be able to get to the Corner Health Center for all Youth Leadership Council meetings? (The Corner can provide you with bus tokens if needed.)

☐ **Yes**   ☐ **No**   If no, please explain:

**Short Answer Questions**

*Please answer the following questions in 2 to 5 sentences. Feel free to write on the back of this sheet.*

1. Write about a time when you took on a leadership role.
  
  
  
  
  
2. Why do you want to be on the Youth Leadership Council?
  
  
  
  
  
3. What does being a leader mean to you?
  
  
  
  
  
4. What do you hope to accomplish by being a part of the Youth Leadership Council?



# APPLICATION

## Youth Advisory Council

Yes, I am interested in becoming a member of the RAHS Health Center's Youth Advisory Council!

Name \_\_\_\_\_ Grade \_\_\_\_\_ Gender: \_\_\_\_\_ Race: \_\_\_\_\_

Phone \_\_\_\_\_ E-mail address \_\_\_\_\_

Do you read your e-mail regularly?

YES NO

Have you been a YAC member before?

YES NO

What kind of work or volunteering have you done in the community or in school?

---

---

---

What are your special abilities and/or talents?

---

---

Why do you think it's important to have a School-Based Health Center in your school?

---

---

---

Why do you want to be a member of RAHS Health Center's Youth Advisory Council?

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---

---

To your knowledge, will you be here for an entire school year? \_\_\_\_\_

Have you ever been to the RAHS Health Center or participated in any of their programs?  
Please explain. \_\_\_\_\_

---

Beaumont Teen Health Center – Romulus  
Youth Advisory Committee

Membership Nominee Form

Your name: \_\_\_\_\_

Name of nominee: \_\_\_\_\_

I think (nominee) would be a good addition to the YAC because...

---

---

---

---

---

---

*Please return forms to clinic before next meeting. All nominations will be reviewed by YAC members during the meeting.*

Membership Guidelines

1. No disrespectful actions or comments to others
2. Take turns speaking
3. Respect others' personal space- hands/objects to yourself
4. Be in good standing with teacher/class you are missing for meetings
5. Any suspensions/disciplinary issues MAY result in missing meetings/activities with YAC



## YAC Interview Questions

1. After hearing about YAC, how would you describe it?
2. Why would you like to be in YAC? What will you bring to YAC?
3. How do you think we can help change things to make a more positive school?
4. What do you think are the biggest issues (or challenges) facing teens today?
5. What is your proudest accomplishment so far in your life? What other clubs or sports are you in?
6. Have you ever been suspended? If yes, how will you keep that from happening again? Grades? Attendance?
7. Is there anything else that you would like to share with us?

# YAC Interview Questions

Interviewer: \_\_\_\_\_

Applicant Phone #: \_\_\_\_\_

Applicant Name: \_\_\_\_\_

Gender: \_\_\_\_\_ Race: \_\_\_\_\_ Grade: \_\_\_\_\_

1. How would close friends describe you?
2. If you could change one of your personality traits, which one would you choose?
3. What do you feel are some of the biggest challenges for teenagers today?
4. How would you address these challenges with students at YCHS?
5. What advice would you give a friend you knew was being physically and/or emotionally abused?
6. What would you say to someone who was using weed because they were upset (mad or sad) about a personal problem?

## RATINGS

Poor \_\_\_\_\_ Great

Leadership Potential      1    2    3    4    5

Communication Skills      1    2    3    4    5

Positive Personality      1    2    3    4    5

Revised 11/2/18



## YAC Selection: Interview Ratings

*Directions: Rate the applicant on the areas listed below with 5 being excellent and 1 being poor. Circle a number after each characteristic. Please write comments about the person, too.*

Name: \_\_\_\_\_

Name of Applicant you are rating: \_\_\_\_\_

Gender \_\_\_\_\_ Race \_\_\_\_\_ Grade \_\_\_\_\_

*Poor -----Excellent*

Attendance/Commitment	1	2	3	4	5
Working as a Team	1	2	3	4	5
Positive Personality	1	2	3	4	5
Communication Skills	1	2	3	4	5
Respects Diversity	1	2	3	4	5
Leadership Potential	1	2	3	4	5

Additional Positive or Negative Comments about the Applicant:

---

---

## YAC Selection: Interview Ratings

*Directions: Rate the applicant on the areas listed below with 5 being excellent and 1 being poor. Circle a number after each characteristic. Please write comments about the person, too.*

Name: \_\_\_\_\_

Name of Applicant you are rating: \_\_\_\_\_

Gender \_\_\_\_\_ Race \_\_\_\_\_ Grade \_\_\_\_\_

*Poor -----Excellent*

Attendance/Commitment	1	2	3	4	5
Working as a Team	1	2	3	4	5
Positive Personality	1	2	3	4	5
Communication Skills	1	2	3	4	5
Respects Diversity	1	2	3	4	5
Leadership Potential	1	2	3	4	5

Additional Positive or Negative Comments about the Applicant:

---

---

*Sample Acceptance Letter*



*Youth Advisory Council*

Dear \_\_\_\_\_,

## **Congratulations!**

**You have been selected to be a member of YAC at Ypsilanti Middle School!!**

Our first YAC activity is scheduled for October 15 from 7:15 AM-10:00 AM in room 802. We will be doing some team building activities and discussion topics for our service learning project for this school year.

We are looking forward to working with you in our youth-adult partnership!

Sincerely,

Ms. Nemo, Social Worker  
Nurse Darlene, Nurse Practitioner

---

*Sample So Sorry Letter*



*Youth Advisory Council*

Dear \_\_\_\_\_,

Thank you so much for your interest in joining RAHS Health Center's Youth Advisory Council (YAC). While you have much to offer, we are not able to accept your application this year. It was a difficult decision as we had many qualified candidates apply. We encourage you to apply again next year!

If you have any questions or would like to discuss this decision further, please stop by the Health Center to set up an appointment.

Sincerely,

Margie Nemerovski, LMSW



# **Appendix B**

## Meeting Forms

## 30 Minute or Less Agendas

Time	Activity	Goal	Materials	Notes
2 minutes	<b>Icebreaker:</b> Weather Check	<b>Group check in</b>		See below
2 minutes	<b>Announcements-</b> Type out and share (or write down) updates since last meeting	<b>Announcements</b>	Note cards and pens, printed announcements	
5 minutes	<b>Pair-Share Timeline Recap</b>	<b>Reflect</b> on group process/revisit goals and activities	Timeline sheet	See below
10 minutes	<b>YAC work:</b> Time line share out and YAC <b>goals for the year.</b>	Begin <b>plan</b> for next year	Paper, pens, poster board	See below
1 minute	<b>Closing: Round Robin</b>	Group <b>wrap up</b>		

**Weather Check:** Use this as a check in, have everyone go around and share how they are feeling or a recap of their week based off a weather forecast.

**Prompt:** In weather terms describe how you're feeling this week and why.

**Example Response:** Weather report: Sunny with a slight chance of rain. Why: I had a great time with my friends this weekend but I've got a lot of papers to work on for class.

\*To save time don't allow folks to respond but thank people for sharing and perhaps snap fingers.

**Pair-Share Timeline Recap:** Bring out the original timeline of the YAC's goals. Have the timeline posted before students get there. Have them look at the timeline and answer the following questions on a note card.

1. What's one goal YAC has achieved this semester?
2. What's one project from the timeline you'd like YAC to do?
3. What's the first activity you'd like to do going into the new year?
4. What activity on the timeline would you like to work on personally/take a leadership role?

Give them 4 minutes to write down their answers and in pairs. Then have them share the answer to question 3 with the person next to them who wasn't their partner.

**Goals for the year:** Create 3 or 4 categories as a group and have people share personal goals they have in relation to each category:

**Example topics:** Student/Teacher Morale, 2<sup>nd</sup> Semester Event, Vision and Purpose of YAC

**Example goals:** Continue teacher appreciation days, Do a student/teacher volleyball tournament.

**Round robin:** Have participants go around in a circle and say one word about how they're feeling going into the break or thinking about Youth Advisory Council. Thank youth for coming.

## 30 Minute or Less Agendas

Time	Activity	Goal	Materials	Notes
3 minutes	<b>Icebreaker: Interesting Object</b>	<b>Group check in</b>	Bag of random objects	See below
3 minutes	<b>Announcements-</b> Have Poster board for group members to write down announcements and updates from last meeting	<b>Announcements</b>	Poster/white/chalkboard, markers or chalk, list of announcements to add	See below
7 minutes	<b>Rose, Bud, Thorn</b>	<b>Reflect/check in</b> on the group and their thoughts so far		See below
15 minutes	<b>Sticky Note Reflection/Planning</b>	<b>Plan</b> and revisit goals and activities	Paper, pens, Sticky notes	See below
2 minutes	<b>Closing:</b> Fist of Five	Group <b>wrap up</b>		

**Interesting Object Game:** Have YAC members pick one thing from a bag or bowl of random objects. Objects can be balls, small toys, a penny, an eraser, stuffed animal, playing card, etc. Advise participants not to look into the bag. Give each member 30 seconds to describe how this object relates to their week so far (encourage them to be as creative as possible)

**Announcements:** On poster, white, or chalkboard write “Announcements” and “Updates” as participants come in have them go to the poster board and write any announcements or updates they have for the group. Have one volunteer read the announcements and updates.

**Rose, Bud, Thorn:** Have participants go around and share a Rose: One thing they think the group is doing well, a Bud: One emerging project/activity/ or thing the group is progressing on, and Thorn: One thing they’d like to change or a challenge for them.

### Sticky Note Reflection/Planning

- Put up 4 categories based off of group goals and activities
  - Examples: School Spirit, Team building (teacher and student) Social Media/Twitter, Staff appreciation. Give each member different color sticky notes and have them under each category note. 1. The Project you’d like to see happen in the next 2 months. 2. One role/task you would like to help lead. 3. Major steps needed to complete event/program.
  - Post reactions around the room as a gallery walk.

**Fists of Five:** Have participants go around and share how they’re feeling about this past meeting by putting up fingers. 5 being good, 3 being okay, and 1-0 being bad. Ask one participant who responded with a 4-5 and one who responded with a 3 or lower to share why they selected those numbers.



# **Teen Advisory Council**

Saginaw High School

Meeting Agenda

Date:

- 1. Call to Order: President**
- 2. Read “Think.Respect” Pledge: Secretary**
- 3. Role Call/Check-in: Sergeant of Arms**
- 4. Officer Reports:**
  - a. President:**
  - b. Vice President:**
    - i. Member of the week:**
  - c. Secretary:**
  - d. Treasurer:**
  - e. Sergeant of Arms:**
  - f. Recruitment Chair:**
  - g. Philanthropy Chair:**
  - h. Media Chair:**
  - i. Public Relations Chair:**
  - j. Scholarship Chair:**
- 5. Advisor Report:**
- 6. Old Business:**
- 7. New Business:**
- 8. Adjourn**

**Next meeting:**

**E-board Meeting:**

# **Teen Advisory Council**

Saginaw High School

Eboard Mtg

Sample Meeting Agenda

## **1. Role Call:**

a. **President**\_\_\_\_\_

b. **Vice President**\_\_\_\_\_

c. **Secretary**\_\_\_\_\_

d. **Treasurer**\_\_\_\_\_

e. **Sergeant of Arms**\_\_\_\_\_

f. **Recruitment Chair**\_\_\_\_\_

g. **PR Chair**\_\_\_\_\_

h. **Philanthropy Chair**\_\_\_\_\_

i. **Media Chair**\_\_\_\_\_

j. **Scholarship Chair**\_\_\_\_\_

k. **Other**\_\_\_\_\_

## **2. Items to discuss:**

a. **Recap of previous events/activities:**

b. **Upcoming TAC Events/Activities:**

c. **School Events/Activities:**

d. **Important Dates:**

e. **TPIP/SBHC Grant Updates (advisor)**

f. **Other:**

# Beaumont Teen Health Center – Romulus Youth Advisory Board Meeting

Wednesday, February 14, 2018

- I. Introductions
- II. Overview of RTHC Services
- III. Role of YAC
  - a. Provide perspective of students to clinic to help clinic best serve the school
  - b. Promote the clinic to students, teachers, the community, and legislators
  - c. Other: \_\_\_\_\_
- IV. Nominee forms for potential new members
  - a. In early 2018 members will nominate freshman to join YAC
  - b. Group will review these nominations
- V. Member Guidelines – see handout
  - a. What expectations should we have of members during meetings?
  - b. What about outside of meetings?
- VI. Event Planning
  - a. Romulus Olympics
    - i. Project proposal- review and edit
    - ii. Next steps
  - b. Youth Advocacy Day – Spring
  - c. Other: \_\_\_\_\_



# Agenda

Meeting Date: \_\_\_\_\_

Meeting Time: \_\_\_\_\_

What are the goals of the meeting?

Item	Action	Amount of Time	Who	Supplies/materials
<b>Opening Activity:</b> <ul style="list-style-type: none"> <li>• Icebreaker/Community Building Activity</li> <li>• Agenda Overview</li> </ul>				
<b>Announcements:</b> <ul style="list-style-type: none"> <li>• Upcoming Events</li> <li>• Reminders</li> <li>• Reporting in for past projects</li> </ul>				
<b>Main Activity:</b> <ul style="list-style-type: none"> <li>• Training</li> <li>• Goal setting/Planning</li> <li>• Prepping an activity</li> <li>• Active should include opportunities for everyone to be actively engaged.</li> </ul>				

<b>Main Activity(cont.)</b>				
<b>Reflection:</b> <ul style="list-style-type: none"> <li>• Reporting to large group.</li> <li>• Consider what went well? What to improve upon in the future?</li> </ul>				
<b>Reminders and Next Steps:</b> <ul style="list-style-type: none"> <li>• Identify next steps.</li> <li>• Share ideas for the next agenda .</li> <li>• Reminders</li> </ul>				

**Notes :**

### Active Meeting Strategies:

	Brainstorming	Planning	Discussing	Reflecting
Strategies	<ul style="list-style-type: none"> <li>• Three Step Interviews</li> <li>• Lazy Susan Brainstorm</li> <li>• Rotation Brainstorm</li> <li>• Word-webbing</li> <li>• Think-pair-Share</li> <li>• Imagining the Future</li> <li>• Picture, diagram, collage</li> </ul>	<ul style="list-style-type: none"> <li>• Backwards Planning</li> <li>• Post-it planning</li> <li>• K-W-L (Know, Want to Know, Learned)</li> <li>• Forms (like a "work plan")</li> </ul>	<ul style="list-style-type: none"> <li>• Bus Stop</li> <li>• Circle Game</li> <li>• Cross the line (also known as Take a Stand)</li> <li>• Corners</li> <li>• Fishbowl</li> <li>• Matter of Opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Rose &amp; Thorn</li> <li>• Hopes and Fears</li> <li>• Letter to myself</li> <li>• Postcards</li> <li>• Fist to Five</li> <li>• Graffiti Museum</li> <li>• Emotional Go Around</li> <li>• 3-2-1</li> </ul>

#### **Brainstorming**

**Three-Step-Interview:** Participants learn each other's opinions and ideas on a topic given by the facilitator. They interview each other in pairs. Then each person tells the small group what he/she learned from his/her partner.

**Lazy Susan:** Participants write a topic or question on an index card or sheet of paper (each can write a different prompt). Participants then pass the cards clockwise, and the receiver brainstorms some ideas on the card. Several series of rotations can follow.

**Rotation Brainstorm:** Butcher paper with different brainstorming prompts are spread out around the rooms. In small groups participants start at one of the spots and begin writing their ideas on the butcher paper. After some time the facilitator calls "switch" and the group moves clockwise to the next piece of paper. At the end make sure to leave time for participants to read all of the sheets. If trying to narrow down the top ideas, facilitator can organize a sticker vote where each participant gets 3-5 sticker dots and can place them next to the ideas they like best.

**Word Webbing:** Starting with a main concept in the center of a large piece of paper, facilitator or participants write related concepts, issues, topics or facts and connects them to main concept with lines. New lines, connections and concepts can be drawn to sub ideas.

**Think-Pair-Share:** Pose a question that requires analysis, evaluation or synthesis. Participants think and write possible responses for a minute or two. Each person then discusses his/her ideas with a partner. Then have a large group discussion to share key ideas with the entire group.

**Imagining the Future:** Ask participants to imagine that the year is 2020. As a group, reflect on all of the changes that have happened because of the project they've completed and the difference that work has made on their lives.

**Picture, diagram or collage:** Participants create visual representation to depict what they will do for a particular project.



### **Planning:**

**Backward Planning:** Participants begin by choosing the final outcome or goal of a project. Using a time line on a large piece of paper, participants work backwards identifying the steps to reach the outcome. Individual steps can be written on post-its or index cards.

**Post-it Planning:** Participants, either individually or in pairs, write tasks necessary to accomplish a project on post-it notes (one task per post it). Post-its are placed on wall or board, grouped for like ideas, discussed, rearranged and ordered for as the “action steps” for accomplishing the project. Individual post-its can be assigned due dates and leaders for each step.

**K-W-L (Know, Want to Know, Learned):** Start with a form or large sheet of butcher paper – divided into three columns labeled with the three columns labeled: 1) *Know*, 2) *Want to Know*, or 3) *Learned*. Before beginning the project, workshop or activity have participants brainstorm items for the first two columns. After the experience, participants complete the third column.

**Forms:** Use a prepared form (like a *Work Plan*) to have participants complete before beginning a project which outlines the goals, objectives, steps, time line and lead person for each activity.

### **Discussing:**

**Bus Stop:** Post several large sheet of paper around room, each labeled with a specific statement. Ask participants to stand near statement that most closely matches their views. Have small groups discuss why they are at that ‘bus stop’ and then open up to large group discussion.

**Circle Game:** Give everyone an index card and ask them to write down a question they have or a scenario related to the topic that is being discussed. Cards are collected and participants, one at a time, draw a card – share their thoughts. The question or scenario can then be discussed among large group.

**Corners (sometimes known as *Matter of Opinion*):** 4 signs are posted around room: strongly agree, agree, disagree and strongly disagree. Statements are read and participants move to the corner that represents their view. Small groups at corner discuss why they are at that corner and then open up to large group discussion.

**Cross the line (also known as *Take a Stand*):** Put up a sign “agree” on one side of the room and “disagree” on the other side of the room. Put a piece of tape down the middle. A series of statements are read and ask participants, after each statement, to move themselves on one side of the line or the other, based on their reaction to the statement. Call on people to discuss why they are standing where they are standing.

**Fishbowl:** Three to eight people sit in a circle, with the rest of the participants standing around the perimeter of the circle observing. The people in the circle discuss a topic provided by facilitator. Only the people seated in the circle can talk. People sitting in the circle can get up and move to the perimeter if they feel they don’t have anything else they want to contribute and a new person can take their seat.

### **Reflection Activities**

**Rose and Thorn:** Participants share one good thing (rose) and one challenge (thorn) at the end of a meeting or workshop. Participants can also do this on a note card, writing down a rose on one side and a thorn on the other.

**Hopes and Fears:** Participants are provided two note cards (different colors, if possible). On one note card (blue) they write their hopes they have following a meeting, activity or workshop. On the other one (red) they write down their fears. Collect note cards and redistribute so that others can read feedback or share aloud the note card they received.

**Letter to Myself:** Have participants write themselves a letter, reflecting on how they are feeling and thinking about a particular experience (works best after an intensive experience, like a retreat). Have them take letter, seal in an envelope and address to themselves. At a later date (Month to a year) the facilitator mails the letters back to participants.

**Postcards:** After an intensive experience, ask participants to mentally review the activities and experiences. This review can happen with prompts ("remember the first activity where we .... How did it feel? What did you learn?). Ask participants to have a "mental snapshot" of the experience, and what it might look like on a postcard they were sending to a friend or family member. Have them draw this image, or make a collage, on a note card the size of a post card. Have participants share.

**Fist-to-Five:** When a group comes to consensus on a matter, it means that all members of the group can support the decision. They don't all have to think it's the best decision, but they should all agree with it to some extent. To use this technique, the facilitator restates the proposal/idea and asks everyone to show their level of support. Each person responds by showing a fist or a number of fingers that corresponds to their opinion. It is a good idea to post what each finger means so everyone knows exactly what they are representing.

- **Fist-** a no vote. A way to block consensus. "I need to talk more about the proposal and require changes for it to pass."
- **1 Finger-** "I still need to discuss certain issues and suggest changes that should be made."
- **2 Fingers-** "I am more comfortable with the proposal but would like to discuss some minor issues."
- **3 Fingers-** "I'm not in total agreement but feel comfortable to let this decision or proposal pass without further discussion."
- **4 Fingers-** "I think it's a good idea/decision and will work for it."
- **5 Fingers-** "It's a great idea and I will be one of the leaders in implementing it."

**Graffiti Museum :** Glue a wide variety of magazine pictures on construction paper, and post them down a hallway wall. Have participants look through all of the pictures, and choose one that represents their impression of the previous event (e.g. an activity, the day, or the whole weekend). Gathering in a circle, have students quietly circulate the pictures, and write why they do or don't relate with the picture.

**Emotional Go-Around:** Participants are asked to show with a word, their body, or a facial expression how they feel right at the moment. Let people show their reaction, one at a time, and then have participants explain their reaction. This activity can give the facilitator a sense of the group mood and gives the participants a chance to express how they feel at that moment.

**3-2-1:** Facilitator asks the group to reflect on "3 ideas I will use, 2 points to ponder, 1 action I will take immediately" (3-2-1 prompts can be altered to better fit activity of group).

# Youth Advisory Council

## Expectations:

- Respect All Members and their Thoughts/Opinions
- Give 100% of Yourself
- Be Yourself 100%
- Keep group sharing and RAHS business confidential
- Listen When Others Are Speaking
- Set an Example—Be a good Role Model and Leader
- Be as One Group—Cooperation
- Help Us to be a Better Group
- Commitment to the cause by attending and participating
- Make Us Look Good (as usual)
- Put Your Goofiness Away when it's Work Time
- Stay Focused and On-Task
- Keep a Good Attitude and Positive Mindset
- Keep the Peace
- Be the Change

## Benefits:

- Being Part of an AMAZING Group
- Becoming Leaders in Your School Community
- Attending Activities Outside of School-- See Great Places
- Mentoring Opportunities
- Helping our Community
- Adults Look Up to You Even Though You're a Youth
- Putting YAC on your College or Work Applications
- Meet New People
- Recognition





## **Member Guidelines— You can do it!**

### **Have FUN!**

### **Show RESPECT**

- ✓ One person talks at a time.
- ✓ Listen to others and speak loudly so everyone can hear you.
- ✓ Feel free to ask questions, express opinions, and participate without criticism.

### **Confidentiality**

Honor the confidentiality (“what is said here, stays here”) of personal information that YAC members share.

### **Attendance**

Come to school regularly. Participate in all YAC meetings, events and activities. Let the RAHS SBHC staff know if you cannot make it to a meeting.

### **All School Rules Apply**

- ✓ Violence, harassment and drug free
- ✓ Respectful Language—No swearing or put-downs
- ✓ No cell phones, headphones, laptops or other technology during meetings – unless using them for program purposes
- ✓ Keep our Space Clean—Throw away your snack garbage and help clean up after each activity
- ✓ No discipline referrals
- ✓ Must be passing 80% of classes
- ✓ Minimum Absences

**YAC Advisory reserves the right to dismiss members if the above criteria are not being met**

I agree to the above guidelines:

---

Signature

---

Date

## **Student Memorandum of Understanding Peer-to-Peer Depression Awareness Program**

This document outlines the roles and responsibilities of a Peer-to-Peer Depression Awareness Program team member. Signing this document indicates that you have read it thoroughly and understand your role as a Peer-to-Peer team member.

***The Peer-to-Peer project team is a leadership opportunity.***

The Peer-to-Peer Depression Awareness program aims to raise awareness, reduce the stigma, and increase the likelihood of early detection and help-seeking for mental health issues among middle and high school students.

Peer-to-Peer team members use their leadership skills and knowledge to help to create a culture of caring and support in their school, by implementing a unique public awareness campaign to effectively reach other students.

***The Peer-to-Peer project team is not meant to serve as a support/therapy group for its team members, or for other students.***

### **ROLE OF P2P TEAM MEMBER:**

As a P2P team member, I will:

- Learn as much as I can about depression, anxiety, and related illnesses;
- Know the resources in my school where students can get help if they are struggling emotionally;
- Work with my team to create a school-wide public awareness campaign to share this knowledge and information with my peers;
- Through my actions and words, help to reduce stigma and create an environment in my school where students feel comfortable talking about how they are feeling, and understand that it is OK to ask for help if they need it;
- Be identified as someone whom other students feel comfortable talking with, because I will listen and connect them with an adult in the school who can help.

As a P2P team member, I will not:

- Provide mental health counseling for my peers;
- Give mental health advice.

I understand and accept my role and responsibilities as a Peer-to-Peer team member, and commit to participating in regularly scheduled team meetings throughout the school year in order to effectively design and implement our team's depression awareness campaign.

Name

Date

## **YLC Meeting Recap**

Date:

Attendance:

List the outcome of any decisions the YLC voted on today:

## **YLC Meeting Reflection**

1. What went well?

2. What didn't go so well?

3. What can we do differently next time?

4. Goals for next meeting:

# Appendix C

## YAC Foundations





## **YOUTH LEADERSHIP COUNCIL BYLAWS**

### **ARTICLE I Name**

The name of this group shall be the Youth Leadership Council (hereafter referred to as “YLC”) of the Corner Health Center.

### **ARTICLE II Object**

The YLC is a diverse, youth-driven group that stands to uphold leadership, promote change, and raise awareness about community health issues. The goals of the YLC are to:

- (1) research community health issues,
- (2) use media and the arts to advocate for change, and
- (3) partner with adults, youth, and other organizations to make the Corner Health Center and its surrounding community a healthier place for young people.

### **ARTICLE III Members**

- Section 1. Members. Members of the YLC shall be between the ages of 12 and 21 and reside in the Ypsilanti area.
- Section 2. Member Status. Active members are individuals who have been admitted to the YLC. Active members have full voting rights and are counted in the YLC’s quorum. Inactive members are individuals who have been admitted to the YLC but are on a leave of absence (see Article 4, Section 2.) Members with an inactive status are not able to vote and are therefore not counted in the YLC’s quorum.
- Section 3. Advisor. The YLC advisor shall be a staff member from the Corner Health Center.

### **ARTICLE IV Attendance**

- Section 1. Attendance. YLC members are expected to participate in all meetings. If a YLC member will miss a meeting, then s/he should request an excused absence prior to the meeting by contacting either the President, Vice President, or staff advisor by phone, text or email. If a YLC member does not request an excused absence prior to the meeting and is not present at said meeting, then s/he will receive an unexcused absence for that meeting. YLC members are allowed 3 unexcused absences each semester of the school year and 4 unexcused absences during the summer semester. If a YLC member exceeds her/his allotment of unexcused absences in a semester, then the President and Vice President will follow the dismissal procedures (see Article 8, Section 3.)

- Section 2. Leave of Absence. YLC members are allowed to request up to one semester leave of absence during a program year. To request a leave of absence, a YLC member must complete a Leave of Absence form and submit it to the President, Vice President, or staff advisor. While a YLC member is on a leave of absence, her/his spot in the YLC will not be replaced. If a YLC member on leave is an officer, then there shall be an automatic succession process during the leave period (i.e., Vice President becomes President). If the successor does not want to assume the new role, then the YLC shall follow the nominations and elections process (see Article 5, Section 4) to select a temporary replacement. YLC members who are on a leave of absence will be considered inactive members. YLC members will not receive a stipend while on a leave of absence. If a YLC member plans to take off more than one semester from the YLC, then s/he must withdraw from the group. S/he may reapply to the YLC at anytime.
- Section 3. Stipends. Members shall earn a stipend for their participation in the YLC. YLC members will receive \$1 for every 20 minutes of participation in a meeting. If a YLC member cannot attend a meeting and informs the staff advisor at least 30 minutes prior to the meeting, s/he will earn \$2 for the excused absence. If a YLC member misses a meeting without notifying the staff advisor, s/he will not earn any money for that meeting. Stipends will be distributed in December, May and August.

## **ARTICLE V**

### **Officers**

- Section 1. Officers. The officers of the YLC shall be president, vice-president, secretary, and energizer.
- Section 2. Term of Office. Officers shall assume their duties at the close of the meeting at which they are elected. Officers shall serve for a term of one year or until their successors are elected. No officer shall serve for more than two consecutive term(s) in the same office.
- Section 3. Duties. Officers shall perform the duties provided in this section and such other duties as prescribed for the office in these operating procedures.
- A. The president shall:
    - 1. co-facilitate all meetings of the YLC;
    - 2. attend YLC planning meetings;
    - 3. keep members focused and on track during meetings; and
    - 4. fulfill such other duties as may be assigned by the YLC.
  - B. The vice-president shall:
    - 1. co-facilitate all meetings of the YLC;
    - 2. perform the duties of the president in the absence of or at the request of the president;
    - 3. fill the unexpired term if a vacancy occurs in the office of president;
    - 4. attend YLC planning meetings;
    - 5. keep members focused and on track during meetings; and
    - 6. fulfill such other duties as may be assigned by the YLC or the president.
  - C. The secretary shall:
    - 1. record the minutes of all meetings of the YLC and turn them in to the staff advisor at the end of each meeting;
    - 2. take attendance;
    - 3. conduct correspondence as directed by the YLC or the president;

4. reports to President and Vice President monthly to make sure progress has been made on action items; and
  5. fulfill such other duties as may be assigned by the YLC or the president.
- D. The energizer shall:
1. choose icebreakers;
  2. keep track of breaks;
  3. keep meetings active and productive;
  4. bring fun, energy, and positivity to all meetings; and
  5. fulfill such other duties as may be assigned by the YLC or the president.

Section 4. Nominations and Elections.

- A. Nominations shall be made by ballot at the annual meeting. The top two nominees for each position shall be announced. Nominees shall verbally state whether they choose to accept or decline the nomination.
- B. Elections shall be by ballot at the annual meeting except when there is only one nominee for an office election. In this case, the vote may be verbal.

## **ARTICLE VI**

### **Meetings**

- Section 1. Regular. Regular meetings of the YLC shall be held weekly during the academic year and twice weekly for 8-10 weeks during the summer.
- Section 2. Annual. The regular meeting on the third Monday in September shall be known as the annual meeting and shall be for the purpose of electing officers, receiving reports of officers and committees, and for any other business that may arise.
- Section 3. Special. Special meetings of the YLC may be called by the president and vice president with sufficient notification.
- Section 4. Quorum. 50% of active members of the YLC shall constitute a quorum.

## **ARTICLE VII**

### **Decision Making**

- Section 1. Representation. Each YLC member will receive one vote.
- Section 2. Voting. Votes will be collected either (1) verbally with a yay or nay or (2) anonymously by ballot. The president and vice president shall decide if the vote should be verbal or anonymous. A measure is approved by majority (over 50%.) If a vote is tied, then the President shall open the floor to discussion. At the conclusion of the discussion, the YLC shall vote again. If the vote is tied again the president and vice president shall make the final decision.

## **ARTICLE VIII**

### **Recruitment, Admission and Dismissal**

- Section 1. Recruitment. The YLC will recruit new members as needed to maintain a council of fourteen youth. The YLC will hold recruitment events as needed to invite prospective YLC members to the Corner Health Center to learn about the program. The YLC will seek a diverse representation of Ypsilanti area youth.

- Section 2. Admission. Prospective YLC members may complete a YLC application and submit it to a YLC member or the staff advisor. The YLC president and vice president will schedule the review of applications during regular meetings. 50% of YLC must agree to interview an applicant in order for an interview to be scheduled. The President, Vice President, or staff advisor shall schedule interviews with approved applicants to occur during regular meetings. After the conclusion of the interviews the YLC will discuss the applicant. After which, the YLC will vote. A majority (over 50%) is required to admit an individual to the YLC.
- Section 3. Dismissal. If a YLC member is breaking the YLC contract, then the President, Vice President, and staff advisor shall meet with him/her to discuss the issue. If the inappropriate behavior continues, then the individual will be put on a three-week probation. If his/her behavior doesn't improve during that time, then he/she will be formally dismissed from the group. YLC members can report inappropriate behavior to the President, Vice President, and/or staff advisor knowing that confidentiality will be maintained.

## **ARTICLE IX**

### **Amendment**

These operating procedures may be amended at any regular meeting of the YLC by a majority (more than 50%) vote.

Approved November 26, 2012  
Amended August 8, 2013

# **Constitution of the Teen Advisory Council at the School-Based Health Centers Of Great Lakes Bay Health Centers**

## **ARTICLE I-Name**

The name of the organization shall be the Teen Advisory Council, hereafter known as the organization or TAC.

## **ARTICLE II-Purpose**

The purpose of this organization shall be to promote, educate, advocate, learn and inform the students of the Saginaw Public School District of health services and programs offered, raising health issues among teenagers and preventative measures that may be taken.

## **ARTICLE III-Membership**

**Section 1:** The Teen Advisory Council is an equal opportunity student organization and complies with all applicable federal and state laws regarding non-discrimination.

**Section 2:** Any current student at a Saginaw Public School is eligible for membership. Students must be members of the School-Based Health Center (parental consent form on file). There is no minimum grade point for general membership, however students who wish to participate in field trips and extracurricular events, must maintain a 2.0 GPA or higher.

**Section 3:** Any member who is found to be not in compliance with these requirements will be in bad standing with the TAC. The advisor(s) will determine an appropriate plan for the member to regain good standing with the TAC, if possible. There may be a case in which a member may not be able to regain membership until he or she has met the requirements for membership.

## **ARTICLE IV-Officers**

**Section 1:** Elections are held once a year, in the spring. Nominations shall be held and speeches and voting shall follow, adhering to an Election Calendar set by the advisor(s) of the organization. Officers shall assume their respective offices immediately following their election. Elections shall be done strictly through TAC scheduled meetings and no campaigning outside of TAC business, bribing or other forms of persuasion will be tolerated.



**Section 2:** To be eligible for election as an officer one must be an active member of the TAC. In addition, he or she shall fit the following guidelines for the officer positions as described:

One must have been in the TAC for at least one year to be Treasurer, Secretary, and Sergeant of Arms. He or she must be in good academic standing with a GPA of 2.0 or higher.

One must have been in the TAC for at least one year and be of junior or senior class standing to be President or Vice President. He or she must be in good academic standing with a GPA of 2.0 or higher.

**Section 3:** Once elected, officers shall attend all required training sessions as designated by the advisor(s). Officers shall communicate regularly with the TAC advisor(s) especially in the case of any questions or concerns pertaining to his or her position.

**Section 4: President:** The President shall schedule meetings, notify members of meetings and preside over the meetings. The President shall also stand as a liaison between the organization and the officers and officials of the school and School-Based Health Center. If the occasion arises, the President shall speak on behalf of the TAC at all major school and community functions. The President shall have no vote during meetings, unless there is a tie, in which case he or she shall act as the tiebreaker.

**Section 5: Vice President:** The Vice President shall assist the President, Treasurer and Secretary, in all matters of the organization's business. Additionally, in the absence of an officer, the Vice President shall step in. The Vice President shall also be responsible for all written correspondence that takes place outside of the TAC. This can include, but is not limited to: school newspaper, TAC newsletter, HDI Insider, etc.

**Section 6: Treasurer:** The Treasurer, with guidance and aid from the Advisor, shall keep a record of expenses of the organization and help to budget programs and events.

**Section 7: Secretary:** The Secretary shall oversee the communication of meeting times, events etc. Additionally, the Secretary shall record and maintain meeting minutes and any important documents.

**Section 8: Sergeant of Arms:** The Sergeant of Arms shall enforce the rules of the TAC, and shall conduct a roll call and keep record of attendance of each meeting. At the start of each school year, the Sergeant of Arms will be responsible for creating group norms (with the help of the council).

**Section 9: Media Chair:** The Media Chair is responsible for updating the TAC Facebook page, Twitter, Instagram, Snapchat, etc about meetings, events and other relevant information. The Media Chair shall also oversee the process of creating videos including guiding discussion on ideas, outlining necessary props, and ensuring all parts of the video are recorded with the help of the advisor(s).

**Section 10: Philanthropy/Service Chair:** The Philanthropy/Service Chair shall be responsible for the planning and supervision of philanthropic/service events. This includes any events where the TAC raises money for a cause or group. This also includes but is not limited to events where the TAC gives money, time, or resources to any organization or group.

**Section 11: Public Relations Chair (PR):** The Public Relations Chair is responsible for posters, banners, table displays, and other publicity for TAC events. The PR chair shall get approval from the advisor(s) before any PR is posted.

**Section 12: Recruitment/Social Chair:** The Recruitment Chair shall be responsible for all promotional materials, activities, and events that promote TAC membership. In addition, they are responsible to plan activities that connect the SHS and AHHS TAC groups. Recruitment/Social chair is responsible to inform the council when such events take place.

**Section 13: Scholarship Chair:** The Scholarship Chair shall be responsible for all events/activities that promote scholastic achievement in their school. This can include, informing TAC members about scholarship opportunities, awarding TAC members for getting good grades, planning educational outings, planning college trips, etc. Scholarship chair is responsible to inform the council when such events take place.

## **Article V - Committees**

**Section 1:** The committees shall consist of the members of the TAC. Members are encouraged to be on one committee. Members can only be on one committee but may help out with the implementation of tasks and events for other committees if they choose. The final decision of committee assignment will be at the discretion of the advisor(s).

**Section 2:** The committee chairman is responsible for keeping the TAC updated on the committee's activities and ideas by presenting reports to the TAC upon request from the advisor(s).

**Section 3:** The following chairmen shall have committees: media, philanthropy, public relations, recruitment and scholarship.

**Section 4:** All committees shall be responsible for following through with delegated tasks as decided in committee meetings in a respectful and timely manner.

Each committee shall also be responsible for assisting their respective committee chairmen in the completion of all duties.

#### **ARTICLE VI-Advisor**

The Advisor shall be selected by the School-Based Health Center. The Advisor shall serve as a point of communication and information for the organization. The advisor shall approve all TAC sponsored activities. The Advisor shall be notified with 48 hours of any organization activity.

#### **ARTICLE VII-Meetings**

**Section 1:** The Teen Advisory Council shall have weekly meetings at their respective schools. At the Discretion of the Advisor(s) and President, joint meetings may be called between the two schools (Saginaw High & Arthur Hill) within a minimum of one week's time.

**Section 2:** Special meetings may be called at any time during the academic year at the discretion of the Advisor(s) and President.

#### **Article VIII – Elections**

**Section 1:** The annual election of officers shall occur in the spring no later than May 31<sup>st</sup>. The annual assignment of committees shall take place in the fall no later than the second week in October.

**Section 2:** All candidates for an executive board position shall make speeches not to exceed two minutes.

The advisor(s) shall record the speeches and set a deadline for when they must be recorded by. The advisor(s) may choose to have speeches delivered to the TAC members instead of having recorded speeches. The advisor(s) shall decide whether speeches will be recorded or given at a designated meeting.

All speeches will be viewed by both the upper and lower classmen. After all speeches have been viewed for a position, elections for that position shall take place.

**Section 3:** Voting shall be done by secret ballot. The advisor(s) will collect the ballots. All positions shall be announced at the meeting, or by the following meeting.

**Section 4:** All officers shall be elected by a plurality. In the case of a tie, the president shall cast the deciding vote.

**Section 5:** To be a voting member, an individual must have attended three meetings in the previous 6 months of the academic school year. Members must be present to vote on officers unless otherwise approved by the advisor(s).

**Section 6:** In the event that there is an open officer position, a new officer shall be elected within three weeks. However, it is encouraged that the position be filled within two weeks where one week is for nominations and the following is for voting.

## **ARTICLE IX – Finances**

**Section 1:** All money for any event/activity related to TAC shall be turned in to the advisor(s) immediately after the event/activity takes place unless other previous arrangements have been made with the advisor(s).

**Section 2:** There should never be a time where a TAC member is in possession of TAC money for an extensive amount of hours or overnight.

## **ARTICLE X-By-Laws and Amendments**

Amendments to this Constitution require the unanimous affirmative vote of Teen Advisory Council. By-Laws of the organization shall be established. By-Laws shall be policies and procedures of this organization and shall in no way conflict or diminish the authority of this Constitution. By-Laws shall require a three-fourths ( $\frac{3}{4}$ ) vote of quorum for any amendments or additions.

## **ARTICLE XI-Ratification**

This constitution must receive a three-fourths ( $\frac{3}{4}$ ) vote of membership to be adopted

*Constitution Adopted on August 23, 2013 by the Teen Advisory Council with a unanimous vote.*

## **Policy 1: Attendance**

The TAC has high expectations for the members as they are considered leaders in the school. The members represent the TAC by providing information they learn from the advisor(s) to their peers. The TAC functions more efficiently when members are in regular attendance at meetings and special events. Regular attendance allows members to stay informed about upcoming meetings and events as well as health topics being discussed during meeting times.

For general members attendance is not mandatory but excuses for meetings and tardies are required and must be given to the advisor(s) at least 24 hours before the meeting unless it is an emergency. General members may not miss more than two meetings in a row unless approved by the advisor(s). Two unexcused tardies count as one unexcused meeting absence. Missing more than two meetings in a row will put a member in bad standing. To regain good standing, a member must attend three meetings in a row.

For officers, attendance at all meetings is required and attendance at special events is recommended. An officer may not miss more than two meetings in a given semester. Missing more than two meetings in a semester can jeopardize his or her

officer position in the TAC. The advisor(s) will decide appropriate consequences and whether or not an officer will be removed from office.

### **Policy 2: Code of Conduct and Expectations**

The TAC strives to educate the school on health topics and issues. These health topics are important to help TAC members and individuals from the school have a better understanding of how to better take care of themselves, how to be more aware, how to promote health topics and much more. Therefore, the members of the TAC are expected to hold themselves to a standard of excellence when it comes to health related topics. TAC members shall practice what they learn and what they teach at all times, not just in TAC meetings.

This is especially true for bullying prevention. Any member who participates in such an activity shall have repercussions in the TAC whether or not the bullying takes place at any TAC event or involves another TAC member.

Any participation in inappropriate behavior as deemed by the advisor(s) will put the member in bad standing with the TAC. Any member who is in bad standing with the TAC loses his/her voice and vote in all TAC matters until action is taken to achieve good standing again. In addition, any member who is in bad standing may not hold an officer position. If he/she is holding an officer position at the time the inappropriate behavior takes place, the member shall be suspended from his/her position. This may be for a period of time or for the remainder of the term and shall be determined by the advisor(s).

The advisor(s) shall determine appropriate consequences for any such behavior. Any member who has participated in any way may lose their privilege to be in the TAC. Members may also lose their privilege to come to a designated amount of TAC meetings. An individual may be given a task to complete by the advisor(s) to gain good standing in the TAC again. A member may be asked to apologize appropriately to another individual and/or the entire TAC. An individual may also be asked to give a presentation/lesson to the TAC on a topic as designated by the advisor(s) to gain good standing.

### **Policy 3: TAC Rewards**

The TAC has high expectations for its members. In addition to health promotion in the schools, the TAC exists to provide volunteer, philanthropic, and leadership opportunities for the students involved. Active involvement and commitment to the TAC can lead to various awards for those students appropriately selected for their time and dedication by the advisor(s).

Each time the TAC comes together for a meeting, special event, volunteer activity, etc, a member receives community service hours. These hours are added each week to a running total for each individual member. This gives the student credit for the entire time he/she spent in TAC when he/she graduates. These hours can be used on college applications.



When students apply to colleges they often need letters of recommendation. Being an active member in the TAC makes it so the advisor(s) can write a more personal and knowledgeable letter for a TAC member.

There are times where the advisor(s) may have a set amount of money that can be distributed to specific TAC members. The amount and the members the money is given to shall be determined by the advisor(s). Members will be considered on basis of commitment and dedication to the TAC and TAC activities.

Other additional rewards and prizes are often given out throughout the year at the discretion of the advisor(s).

## All about the Arthur Hill and Saginaw High Health Delivery Inc.- School-Based Health Centers' Teen Advisory Councils (TAC)

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The original TAC was implemented in 2005 after several focus groups were facilitated by Mr. Nathaniel McClain, who was the assistant principal at Saginaw High at the time (he is presently the Principal at Arthur Hill and will start his new position as Assistant Superintendent in the fall of 2014). The group of students became engaged in advocacy as well as community service initiatives. They visited classrooms and recruited students to join the health center prior to it being open the following year. The TAC was facilitated by Ms. Jessica Hernandez at the time, and students earned community service credits and were rewarded with financial stipends to assist with their back to school supplies.

The TAC members were the first students to visit the capitol along with several parents for advocacy day and served as the voice for their peers. They also had the opportunity to participate with the Freedom Writers workshop in Frankenmuth in 2010. Funding was cut in 2010, and as a result the TAC was dissolved...In 2011, funding was restored and the Teen Advisory Council was re-established at both schools, and a group of very dedicated young people were committed to seeing it grow. By the fall of 2011, the TACs at both AHHS and SHS were thriving. Each group had about 10-15 members, and the group started taking on projects in the schools. These projects included: Raising awareness for World AIDS Day, Teen Dating Violence Awareness Month, GYT (Get Yourself Tested) Campaigns, and in the spring of 2012 hosting their first annual "Prevention Day" event.

In the fall of 2012, the Saginaw High TAC was recognized nationally for winning the "Respect! Video Challenge" and winning \$10,000 for the group. The group has been able to do several things with this money including: giving away TAC book scholarships to seniors, adopting families from the Underground Railroad for Christmas, and purchasing an iPad for the group's use. As the group grew, support from the school staff, and health delivery staff grew as well. In the fall of 2013, the TACs at both SHS and AHHS were even recognized by the state as best practice TACs and were asked to give input in the state YAC YAC project (Youth Advisory

Committee of Youth Advisory Councils). Each group has been working on this project all school year, and the state is working on publishing a best practice TAC book which will feature all of the members' names in it. Also in the fall of 2013 the TACs at each school elected their first official board of officers. This group of individuals has led our group this school year. They have run meetings, designed projects, and even created a "Think.Respect" pledge which they recite before each meeting. In March of 2014, the groups worked together on a video titled "Your Health in your Hands" that they entered into a state wide competition and took first place.

On Thursday May 29, 2014, Health Delivery, Inc.'s School-Based Health Centers (SBHC) along with Saginaw High's Safe and Supportive Schools program hosted a graduation celebration for their 40 Teen Advisory Council (TAC) members from Arthur Hill and Saginaw High school titled **"Think! Graduation! Respect YOUR Future!"** This event was held at the beautiful Andersen Enrichment Center. The Honorable Judge Darnell Jackson provided the keynote address to the graduating seniors.

The TAC group is committed to promoting healthy relationships and preventing STIs, HIV, unplanned pregnancies, obesity, drug and alcohol abuse, etc among their peers. We are very proud of our students and can't wait to see what the future has in store for them. For those graduating this year, we wish them continued success as they enter this next chapter of their lives. Below is a picture of the graduating TAC Class of 2014.



## Student Involvement: Stages

Establishing student involvement in schools gives youth meaningful leadership experiences and opportunities to understand school issues, make competent decisions, and gain useful skills. Advancing student involvement is supported through a set of stages; the most advanced stage includes creating an advisory to provide sustainability and the highest functioning student leadership. Below is an overview of the stages of an advisory and some of the characteristics of each stage.

	Exploring	Developing	Sustaining
Purpose/ Characteristics	<p>In this stage schools are learning about student involvement practice and assessing the fit of this concept.</p> <p>Important characteristics include inspired &amp; motivated adult advisors(s), a core group of students interested in leadership and commitment to meaningful school change.</p>	<p>In this stage student involvement has formally been established and members are meeting regularly with some consistency.</p> <p>Students are beginning to form a group identity and culture. Students and membership may be fluid. Students set short term goals and complete quick win projects to demonstrate their abilities.</p>	<p>In this stage, students have a core set of responsibilities as an advisory and have established a cycle in which these activities occur.</p> <p>Students have a strong sense of belonging and shared identity as an advisory. The school recognizes the value that an advisory brings to its mission and supports that by providing resources and giving the advisory authentic leadership opportunities.</p>
Activities	<ul style="list-style-type: none"> <li>• Introduction of youth driven space concepts through reading and training</li> <li>• Assess school needs and possible student involvement roles</li> <li>• Build support for student roles with school administration and staff</li> <li>• Student outreach to identify interested youth</li> <li>• Initial community building activities to form group</li> <li>• Adult advisor established to support group</li> </ul>	<ul style="list-style-type: none"> <li>• Core group of students established who meet regularly</li> <li>• Focused community building, begin to develop ground rules.</li> <li>• Create short term goals and objectives.</li> <li>• Complete quick win projects.</li> <li>• Build community awareness and support of student work.</li> <li>• Reflect on past success and set future long term goals for increased leadership.</li> </ul>	<ul style="list-style-type: none"> <li>• Development of mission/bylaws</li> <li>• Creation of annual strategic plan.</li> <li>• Regular &amp; consistent meetings.</li> <li>• Consistent cycles of activities throughout the year.</li> <li>• Advisory roles established and understood within and across the school including: <ul style="list-style-type: none"> <li>○ Lead school initiatives</li> <li>○ Advise on school policy or issues</li> <li>○ Serving as representatives of the school community</li> </ul> </li> <li>• Self &amp; peer evaluations for improvement</li> </ul>
Youth Roles	<ul style="list-style-type: none"> <li>• Students outreach to peers to attend meetings</li> <li>• Students participate in school assessment to determine possible needs</li> <li>• Students brainstorm ideas for school involvement roles</li> </ul>	<ul style="list-style-type: none"> <li>• Students work with adult advisor to co-plan and co-lead meetings</li> <li>• Students generate ideas for short term projects and work collaboratively to implement change.</li> <li>• Student reflection drives motivation to create an advisory.</li> </ul>	<ul style="list-style-type: none"> <li>• Students lead meetings, with support from an adult advisor</li> <li>• Students lead activities to generate ideas, create plans, and reflect on work.</li> <li>• Students generate new ideas for an advisory to function at higher levels and with greater purpose.</li> </ul>

Adult-led with  
meaningful student roles

Adult-student share roles

Student-led with adult  
support

Teen Advisory Council Presents:

## **“Think.Respect” Pledge**

I pledge to respect myself and all other individuals.

Everyone will be treated the way I would like to be treated.

I will be true to myself and always carry myself in a positive manner.

I will be a role model to my peers and hold myself to a high standard.

I will be mature, I will cooperate with others and will always follow directions.

I will respect and better my environment wherever I go.

I will have an open mind, I will not judge others based on their differences.

I will invite others to embrace this message.





## Program Philosophy

**Service-Learning** = teaching method that engages students in service to their schools and communities

- Students apply academic skills to solve issues and meet the needs of other students
- Using critical thinking and problem-solving skills, students lead projects with adults as partners
- Projects can involve a small group during a short period of time or engage an entire school over an academic year

*Each year the YACs at our health centers choose a critical issue to address and create a service-learning project to educate the student body on the issue.*

**Servant Leadership** = lead by serving others

- Focuses on serving the needs of those they lead
- Encourages others and facilitates personal growth in all who work with them
- Listens and respects others to build a sense of community

**Youth/Adult Partnership** = students and adult leaders work together to run the group

- Decision-making is shared
- Planning and designing activities are shared
- Differences are negotiated between youth and adults
- Level of leadership development for youth is HIGH

*Students and adult leaders work together to facilitate meetings, complete projects and reach out to other students at our schools.*

# **YOUTH ADVISORY COUNCIL (YAC)**

## **WHO ARE WE AND WHY ARE WE HERE?**

We are leaders who have come here to communicate, make decisions, and problem solve with lawmakers, community people, and our school. We will act as advocates for students and our RAHS SBHC by participating as a member of YAC and helping YAC to focus on teen healthcare issues and policies (rules or laws) about our health and mental health.

## **WE WILL...**

- YAC to adults about what's happening with teens today.
- YAC to people about what teens really need from them and give real ideas on how they can help.
- YAC to peers about what is risky behavior and how to prevent it.
- YAC to peers about what's happening at our RAHS SBHC by helping to advertise services, groups, or events.
- YAC, YAC, YAC to peers to send important information around school.
- YAC to lawmakers, teachers, parents, and the principal about why the RAHS SBHC is important to have at our school.

# Appendix D

## Project Planning & Examples

## YLC PROJECT MANAGEMENT LOG

**Project Name:**

**Project Goal:**

<b>Objectives</b> (Write <b>S.M.A.R.T.</b> objectives! Make sure they are: <b>S</b> pecific, <b>M</b> easurable, <b>A</b> ttainable, <b>R</b> ealistic & <b>T</b> imely.)	<b>Start Date</b>	<b>End Date</b>	<b>Who is the lead?</b>

*Developed by the Corner Health Center's Youth Leadership Council. [www.cornerhealth.org](http://www.cornerhealth.org)*

# 4<sup>th</sup> Annual “Prevention Day” Stations

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## Booth #1: STD/HIV Trivia Wheel

1. Description: **Trivia Wheel**—Participants will spin a wheel with numbers and will answer a question about HIV/STI general information. If they get the question correct they will win a prize.

### Trivia Game Qs

1. What is the **best** way to prevent yourself from getting an STI or HIV?
  - a. **ABSTINENCE**
2. True or False: You can get HIV from sitting on a toilet seat, drinking after someone, or kissing someone
  - a. **FALSE** – HIV is not transmitted through casual contact, urine, or saliva
3. True or False: ALL STIs can be cured
  - a. **FALSE** – only Bacterial STIs (e.g. Gonorrhea, Syphilis, Chlamydia) can be cured
4. True or False: Having more sex partners **INCREASES** your risk for HIV
  - a. **TRUE**
5. True or False: You can get STIs/HIV from oral sex
  - a. **TRUE**
6. True or False: Birth control can provide protection against HIV/STIs
  - a. **FALSE** – BC only protects against pregnancy – it is NOT a barrier – therefore cannot protect against HIV/STIs
7. True or False: There is **NO** cure for HIV
  - a. **TRUE**
8. True or False: You can get tested for HIV/STIs at the School-Based Health Center
  - a. **TRUE**
9. True or False: Young people (13-25yrs) are affected by STIs/HIV more than any other age group
  - a. **TRUE**
10. True or False: It is possible for someone to have an STI and **NOT** know it
  - a. **TRUE** – the most common symptom of STIs/HIV is **NO** symptom at all
11. True or False: You can **ALWAYS** tell if someone has an STI/HIV by looking at them or their genitals
  - a. **FALSE** – many STIs (including HIV) may have no signs/symptoms **OR** they may be affecting the **INSIDE** of the body and have no effect on the genital area.



## Booth #2: Alcohol Awareness

1. Description: In this station we would be using a pair of beer goggles to simulate the affects alcohol has on fine motor skills, and operational skills.
2. Activities: Drunk Goggles Activity: Students will have to “walk the line”, walk around orange cones, and catch/throw a ball wearing the drunk goggles
  - True/False game – to show how excessive amounts of alcohol may influence one to make a risky decision, which could lead to the transmission of an STI or an unplanned pregnancy.

### True or False Game – “Sex & Alcohol” Edition

Statements	True	False
Almost 50% of unplanned sexual encounters are under the influence of alcohol.	√	
30% of STDs are transmitted when the partners are drunk.		√ Actually it is 60%
90% of all sexual assaults occur under the influence of alcohol!	√	
Being under the influence of alcohol often leads to: not knowing your sexual partner; not having a condom available; not using a condom; or not using a condom correctly.	√	
In 1/3 unplanned pregnancies, the woman was drunk during sex		√ Actually it is 2/3 of the time

## Booth #3: Teen Parenting Awareness

1. Description: Teens will get a first-hand glance of what being a teen parent REALLY looks like, this could include financial obligations, taking care of the baby, not getting much sleep, not being able to be social, having to get a job, etc. This will be done by completing series of activities in a set period of time to show how getting ready for school in the morning would be challenging if you also have to attend to a baby’s needs
2. Activities:
  - Participants will have 30 seconds to do the following:
    - i. Get baby out of bed
    - ii. Change baby’s diaper
    - iii. Put onesie on baby
    - iv. Put baby in car seat (and buckled in)
    - v. Finish “homework”
    - vi. Pack backpack & lunch

#### Booth #4: COST of Teen Parenting

3. Description: **“Price is Right”**—this station will focus on the cost of having a baby. Both baby items and items popular to teens will be present, and teens will have to guess the prices, and will see the financial effects on having a baby before they are prepared financially.
4. Activities: Participants will be given 6 different prices, and they will have to match the prices to the correct item—there will be both “teen” and “baby” items

#### Price is Right Game

##### Pair 1

Hot Cheetos/McDonalds Value Meal- \$8 Vs. 1 can of Formula - \$15

##### Pair 2

Pair of Jordan's - \$120 Vs. Box of diapers/Wipes/Baby outfit - \$145

##### Pair 3

iPod touch - \$187.99 Vs. Travel system - \$314.99

#### Booth #5: STD Symptom Checker

1. Description: Several Cards with common STD symptoms will be given to the participant. Their goal is to guess correctly which symptom goes with which STD.
2. Activities: Match the correct symptom with the correct STD:

Infection	Symptom
Gonorrhea	Pain when you pee; joint pain; eye inflammation
Syphilis	Painless sore (chancre)
HIV	May have NO visible symptoms
Chlamydia	Unusual discharge; burning when you pee
Herpes	Sores

### **Booth #6: “Prevention Is...” Photo booth**

1. Description: This station will allow students to write out on a sign what they think prevention is. If they are unsure they can take a photo with one of the pre-made cards. They will then get their photo taken with their sign, and will be able to have a photo souvenir for the day.

### **Booth #7: Birth Control 101**

1. Description: This booth is designed to inform participants about which birth control options are most effective at preventing unplanned pregnancies and STIs and HIV, and which approaches are not effective.
2. Activities: At this station, participants will place a card where they think it belongs:
  - Protection against unplanned pregnancy AND HIV/STIs
    - i. ABSTINENCE
    - ii. Condom with WATER-based lubrication
  - Prevents unplanned Pregnancies ONLY
    - i. Birth control pill, patch, shot, implant, ring
    - ii. Spermicide
  - Provides NO protection against unplanned pregnancy AND HIV/STIs
    - i. Pull-out/withdrawal
    - ii. Condom with OIL-based lubrication

### **Booth #8: What’s in your drink?**

1. Description: This booth is designed to inform participants as to how much sugar is in different beverages.
2. Activities: At this station, participants will have to match the bags of sugar with which drink they think it belongs. Once they have completed this activity, the facilitator will let them know which answers are correct and give them a prize for participating.

Drink Answer Key: Most Sugar to Least sugar

#1 = Sunny D

#2 = Fanta

#3 = Sprite

#4 = Capri Sun

#5 = Lemonade

#6 = Red Bull

#7 = Hawaiian Punch

#8 = Gatorade

#9 = Water

### **Booth #9: How much FAT is in THAT?**

1. Description: This booth is designed to inform participants as to which food choice is healthier based on the amount of fat is in the item

2. Activities: At this station, participants will see 10 different tubes filled with fat. They will have to match the correct food with the correct amount of fat

Fat Answer Key: Least fat to Most fat

- #1 = Chicken
- #2 = Roasted Peanuts
- #3= Corn Chips
- #4= Soft Margarine
- #5=Sirloin Steak
- #6= Chocolate Candy Bar
- #7 = Cheddar Cheese
- #8 = Croissant
- #9 = Ice Cream
- #10=Butter

### **Booth # 10: Healthy vs. Unhealthy Relationships**

1. Description: This booth will address characteristics of both a healthy & an unhealthy relationship.
2. Activities: Participants will match the characteristics under the correct category (either “Healthy” or “Unhealthy”). Characteristics will be color coded to keep it simple.

Answer Key:

- Healthy: Love, Respect, Trust, Loyalty, Communication, Honesty
- Unhealthy: Dishonesty, Jealousy, Controlling, Hitting Slapping Punching, & Name Calling

## Yearly Overview of Events (Grant year October 1-Sept 30)

	Event/Activity	Date
<b>AUGUST</b>		
	Moving Towards Solutions- Addressing Teen Pregnancy Prevention in MI	August-Every Other Year
	Back to School Orientations	August each year
	TAC Leadership programming	August each year
<b>SEPTEMBER</b>		
	TAC Topic: Planning, Recruiting	Weekly (Tues-SHS/Wed-AHHS)
	High School Homecoming parades/tailgates	Late Sept/Early Oct
	Bay City AIDS Walk	Last Saturday
<b>OCTOBER</b>		
	TAC topic: Mental Health Awareness, Bully Prevention, Breast Cancer Awareness Month	Weekly (Tues-SHS/Wed-AHHS)
	TPIP/MDHHS grant reports due	October 15
	MDHHS patient satisfaction surveys due	
	CAC Meeting	2 <sup>nd</sup> Tuesday
	Saginaw Breast Cancer Awareness Walk	2 <sup>nd</sup> Saturday
<b>NOVEMBER</b>		
	TAC Topic: Drug and Alcohol Abuse Prevention	Weekly (Tues-SHS/Wed-AHHS)
	GLBHC “Together Event”	
	TPIP conference for grantees	
	CAC meeting (2 <sup>nd</sup> Tuesday of the month)	2 <sup>nd</sup> Tuesday
	TAC Volunteer at the Soup Kitchen	
<b>DECEMBER</b>		
	TAC Topic: HIV/AIDS; Flu Shot/Hand washing	Weekly (Tues-SHS/Wed-AHHS)
	CAC meeting	2 <sup>nd</sup> Tuesday
	TAC: Adopt a Family	
	TAC Caroling at Nursing Home/Making Holiday Cards	
	TAC Holiday Party	Last Mtg Before Break
<b>JANUARY</b>		
	TAC Topic: Sleep, Goal Setting, Healthy Study Habits	Weekly (Tues-SHS/Wed-AHHS)
	TPIP/MDHHS grant reports due	January 15
	MLK Day Walk	
<b>FEBRUARY</b>		
	TAC topic is Teen Dating Violence Awareness Month & Black History Month	Weekly (Tues-SHS/Wed-AHHS)
	CAC meeting	2 <sup>nd</sup> Tuesday
	Free Valentine Card Making & Healthy Relationship Bags	Feb 14th
	TAC: Wear Purple/Orange & TDVAM Awareness Activities	One week out of the month

<b>MARCH</b>		
	TAC topic is Nutrition	Weekly (Tues-SHS/Wed-AHHS)
	CAC meeting	2 <sup>nd</sup> Tuesday
	Real Talk	Last Thursday of Month
<b>APRIL</b>		
	TAC topic is GYT (Get Yourself Tested) month	Weekly (Tues-SHS/Wed-AHHS)
	TPIP/MDHHS grant reports due	April 15
	MDHHS patient satisfaction surveys due	
	Adolescent Health Conference	
	CAC Meeting	2 <sup>nd</sup> Tuesday
<b>MAY</b>		
	TAC topic is Teen Pregnancy Prevention	Weekly (Tues-SHS/Wed-AHHS)
	Youth Advocacy Day	
	TAC graduation	
	Teacher Appreciation Breakfast	
	Prevention Day Events at both schools	
	CAC Meeting with TAC members	2 <sup>nd</sup> Tuesday
<b>JUNE</b>		
	TPIP conference for the youth	
	National HIV testing day	June 27 <sup>th</sup>
<b>JULY</b>		
	TPIP/MDHHS grant reports due	July 15



## P2P 16-17

### Peer-To-Peer Depression Awareness Campaign: 2016-17 School Year



A collaboration between the U-M Depression Center and Washtenaw County Public Schools

In 2007, the University of Michigan Depression Center and the Ann Arbor Public Schools (AAPS) began a collaboration to provide depression awareness and suicide prevention education, training, and support for AAPS personnel. Beginning in fall 2009, a student education component was added to this initiative. The goals of the *Peer-to-Peer Depression Awareness Campaign* are to 1) educate high school students about depression and depressive illnesses and 2) support them in finding creative ways to convey this knowledge to their peers in order to reduce stigma, raise awareness, encourage help-seeking when needed, and ultimately, help to promote the early detection of depression, bipolar disorder, and related illnesses. Interest in the program continues to grow, with the number of participating schools increasing from five Ann Arbor high schools in 2009, to eight high schools throughout Washtenaw County during the 2016-17 academic year.

For the 2016-17 Peer-to-Peer Project, eight teams of approximately 5-25 students each from Community, Huron, Lincoln, Milan, Pioneer, Saline, Saline Alternative, and Skyline High Schools were selected by their teachers and counselors to attend an educational conference at the Depression Center on Monday, October 24, 2016. The students participated in educational presentations to improve their knowledge of depressive illnesses, and learn more about the interactions between mental health, stigma, substance abuse, academic stress, and coping skills. Also included was information on specific strategies for supporting peers and practical strategies for planning an effective awareness campaign.

Following the opening conference and with assistance from Faculty Mentors at each school, each team submitted a plan for their Peer-to-Peer project in December 2016, and then began implementing their campaigns in January–May, 2017. Below are summaries of each school's activities.

**Below are summaries of each school's activities:**

**"Stigma Hurts. Awareness Helps; You Don't Have to be Sick to Get Better"  
Community High School**

- March was Depression Awareness Month
- Focused campaign on reducing stigma and raising awareness about depression, help-seeking, and self-care
- Posters with different mental health messaging posted throughout the school including how to help a friend, mental health treatment, wellness wheel, coping skills, and causes of depression
- Forum bulletin messages every Tuesday and Thursday sharing information about mental health disorders and resources
- Presented at half-hour forum classes with "Cross the Line" and "Matching Terms" activities and a video titled "Ending the Stigma of Mental Health" from Bring Change 2 Mind
- Four lunch time wellness breaks throughout the month featuring yoga, meditation, and a dance party
- Handed out pins with their slogans "Stigma Hurts, Awareness Helps" and "You don't have to be sick to get better"
- Messages of Hope Bulletin board (Take a Heart, Leave a Heart) featuring peer educators

**"You Don't Have to be Sick to Get Better"  
Huron High School**

- March was Depression Awareness Month
- Presented in health classes sharing information about causes/symptoms of depression, how to help a friend and raise awareness about school and community resources
- Themed fun fact verbal announcements every day from March 6-31<sup>st</sup>
- Mental Health Monday, Talk about it Tuesday, Walk away Wednesday, Thankful Thursday, Feel Good/Free Your Mind Friday
- Displayed mental health educational resource posters throughout school created by Applied Psychology classes
- Will Heining presented during a double-assembly event for the whole school, discussing his personal experience with depression

**"You're Worth It"**

**Lincoln High School**

- Created video that includes several students and teachers sharing their experience with anxiety and bullying to spread awareness and resources that students can use to access help
- Planned to edit and present video to health classes next school year
- Created bracelets with slogan "You're Worth It" to hand out to health classes

### **“Pain Is Real – So Is Hope!” Milan High School**

- Focused campaign on recognizing that treatment is real and effective
- Hosted 2 clinical social workers who gave an overview of depression and bipolar disorder and a U-M student speaker who shared her experience with bipolar disorder at a whole school assembly
- Created bracelets with the slogan “Pain is Real – So Is Hope!”
- Showed “To This Day” video to art classes and had art class students design posters to be displayed throughout school

### **“Heal the Wheel” Pioneer High School**

- Bulletin board displaying P2P members near main office
- P2P Members educated staff on symptoms of mental illness, what to say/not to say
- Positive coping around finals and test times – providing hot cocoa and yoga in the cafeteria
- Classroom presentations giving an overview of mental health, coping skills, and resources to health classes including meditation and yoga practice
- PTSO parent education night with presentation from Ben Biermann on symptoms of mental illness and what to say/not to say
- Referral box in counseling center
- Stress buster bag in every classroom with colored pencils, coloring pages, stress ball, and list of apps

### **“It's Okay to Not Be Okay, but It's Not Okay to Stay That Way” Saline High School & Saline Alternative High School**

- Display posters throughout the school
- Announcements with depression and anxiety statistics
- Assembly with clinical social worker giving an overview of mental health and a U-M student-athletes sharing a personal story with PTSD and sexual assault
- Stress balls with slogan “It’s okay to not be okay, but it’s not okay to stay that way”

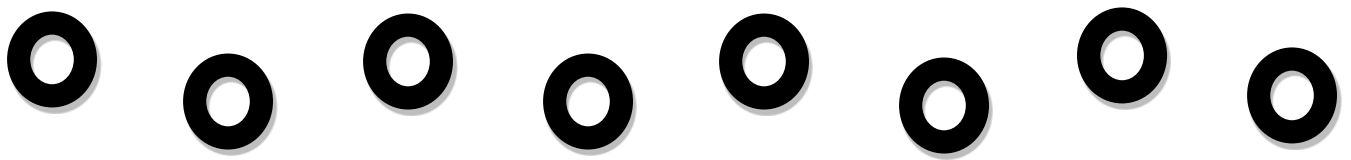
### **“You Don't Have to be Sick to Get Better” Skyline High School**

- P2P Mentors presented mental health lessons during Skytime to 9<sup>th</sup> and 11<sup>th</sup> graders, including showing Stacey Ervin’s Athletes Connected video
- Created 2 mental health awareness posters focused on recognizing the signs and symptoms of depression and anxiety and placed them on bathroom mirrors and in stalls
- Participated in “Next Step” program featuring conversations with Ann Arbor area athletes and their mental health
- Created an online advice tool where Skyline students can ask for advice confidentially with a small group of students

# **Appendix E**

## Promotional Materials

Will you help our health  
centers get more likes and  
followers?!



It's easy!



Like us on Facebook

[facebook.com/SaginawSBHC](https://facebook.com/SaginawSBHC)



Follow us on Twitter

[@SaginawSBHC](https://twitter.com/SaginawSBHC)

# Calling All Students!

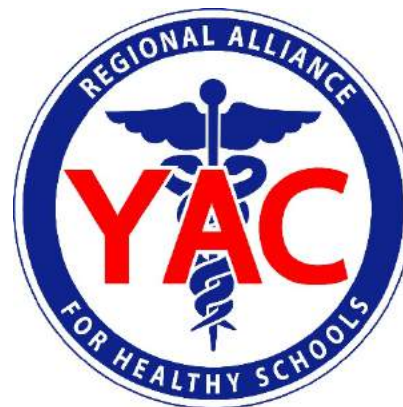
ARE YOU....

A LEADER?

CREATIVE?

PASSIONATE ABOUT HELPING

OTHERS?



The RAHS Health Center is looking for students to be on the

## Youth Advisory Council



The Youth Advisory Council (YAC) is a group of students developing leadership skills and making a positive impact on their school and RAHS Health Center through Service Projects.

- Meetings take place approximately 2-4 times a month
- Students will complete a service learning project and attend Advocacy Day at the State Capital in Lansing

**Pick up an application today!**

*Be the Change you wish to see in the World. – Mahatma Ghandi*



**STARDUST LANES BAY RD-SAGINAW**



**1:00PM - 3:00PM | NO COST**

**PLEASE FIND YOUR OWN RIDE!**

**PIZZA/POP/SHOES/BOWLING PROVIDED**

PosterMyWall.com



**FREE EVENT  
FOR YOUTH  
AGES 13-18  
AND PARENTS**

# REAL TALK

**2019**

- TALENT SHOW
- FREE FOOD
- GREAT PRIZES
- OPEN GYM
- VENDORS
- BREAKOUT SESSIONS

**REGISTER ONLINE  
VIA EVENTBRITE**

or contact Victoria Grundas  
at 989-399-5943 or  
[vgrundas@glbhealth.org](mailto:vgrundas@glbhealth.org)

**Thursday, March 28th  
10am-6pm**  
Arthur Hill High School



